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ABSTRACT

This master plan for the Maryland community colleges represents a complete revision from previous editions, including new statements of mission, goals, strengths and problems. Major sections of the plan consider (1) statewide and local governance; (2) trends, current status and projections in the areas of enrollment, programs of instruction, finance, and physical facilities; (3) progress in meeting goals; (4) major policy directions and actions in the areas finance, regional and statewide programs, new program priorities, articulation, and education of the handicapped; (5) current and projected programs, enrollment, facility needs, costs per student and operating expenditures for each college; and (6) methods used to evaluate progress toward attainment of objectives. A section analyzing current strengths and problems outlines six issues of concern: decline of the liberal arts, the financial squeeze, increased requirements for reporting and regulation, conflict surrounding collective bargaining, erosion of the low cost feature of community colleges, and developmental education. Appendices reprint State Board operational policies and facility guidelines, and also provide definitions for designation of regional/statewide programs, standards for enrollment projections, and selected statistical data for fiscal year 1978. (BB)

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MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

STATEWIDE MASTER PLAN
FOR
COMMUNITY COLLEGES
IN MARYLAND

FISCAL YEARS 1979-1984

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THE GENERAL ASSEMBLY
THE STATE BOARD FOR HIGHER EDUCATION
THE COMMUNITY COLLEGE BOARDS OF TRUSTEES
of the
State of Maryland

ANNAPOLIS, MARYLAND
MAY 1978

JC 780 235

Maryland State Board for Community Colleges
THE JEFFREY BUILDING
16 Francis Street
Annapolis, Maryland 21401
301-269-2881

May 1, 1978

TO: The Honorable Blair Lee, III, Acting Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable Thomas W. Schmidt, Secretary
Department of Budget and Fiscal Planning
The Honorable Vladimir Wahbe, Secretary
Department of State Planning
The Honorable Steny H. Hoyer, President of the Senate
The Honorable John Hanson Briscoe, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Commissioner
State Board for Higher Education
The Community College Boards of Trustees

It is with great pleasure that the members of the State Board for Community Colleges present to you the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1979-1984.* This Plan is a complete revision of the series of Statewide Plans published from 1973 to 1977 and is intended to identify the requirements of the Executive Planning Process. The Plan outlines the strengths and problem areas facing community colleges, focuses on goals and objectives of the State Board for Community Colleges, and provides detailed planning information relating to Maryland's seventeen community colleges.

Insofar as it is possible, this Plan is consistent with the draft of the new State of Maryland Master Plan for Postsecondary Education currently under development by the State Board for Higher Education. This community college Master Plan is a working document and is used to guide instructional program development, capital facilities requirements, budgetary projections, and evaluation activities necessary to assure quality education for citizens within Maryland community colleges.

The community college Presidents have reviewed this Master Plan and comments have been requested from the State Board for Higher Education, the Division of Vocational-Technical Education of the State Department of Education, and the State Advisory Council on Vocational-Technical Education. However, the contents of this Master Plan are, as they must be, the sole responsibility of the State Board for Community Colleges.

Sincerely yours,

Clifford Beck

Clifford K. Beck, Chairman

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I. EXECUTIVE SUMMARY

MISSION

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local educational needs.

IMPORTANT LIMITS OF MANDATE

The State Board for Community Colleges is a coordinating agency for the seventeen locally governed community colleges. The State Board has developed general policies and procedures for community college operations in the areas of programs, finance, and facilities.

The community college local boards are responsible for providing governance of the institutions. There are important advantages to having locally governed community colleges and the State Board for Community Colleges encourages a continued emphasis on local governance. An effective two-year college requires local orientation to community needs, and this is best accomplished when critical decisions are made by those who live close to the institution and the geographical area it serves. Evidence that proximity in decision making has led to success can be seen in the tremendous growth in occupational programs designed to provide training for employment in the county or region. The local boards monitor the continual refinement of courses in response to shifting demands of local employment.

GOALS

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;
2. To provide quality comprehensive career programs, courses, and student services;

3. To provide quality comprehensive transfer programs and student services;

4. To provide quality continuing education courses and community service activities;

5. To provide equal access to community colleges for eligible Maryland citizens;

6. To provide efficient community college operations without impairing the quality of services.

BENEFIT TO THE STATE

Attainment of community college goals will provide three major benefits: personal, cultural, and economic. Community colleges provide the opportunity for students to grow in knowledge and in ability to comprehend, analyze, and evaluate. In addition, there is research evidence that education leads to a continued propensity to gain new knowledge after attending college.

Maryland receives cultural benefits from community colleges through greater involvement and interest in political affairs, reduced unemployment, increased social mobility, and more participation in community activities. Economic benefits from community colleges include increased productivity, higher personal income, and a more attractive climate for the development of new business. Economic benefits accrue to both individuals and to the State.

CURRENT GOAL ACHIEVEMENT

1. Students are required by the *Maryland Standards for Two-Year Colleges* to complete fifteen credits of arts and science courses in order to receive an associate in arts degree. However, the achievement of the liberal arts goal is threatened by low enrollment and high costs in certain disciplines, especially in the humanities. For example, the cost per credit hour to teach comparative literature is higher than the average cost per credit hour for occupational disciplines.

2 The achievement of career goals can be illustrated by the fact that 74 percent of the students became employed when career development was their objective. Over four-fifths of the students report that their community college education increased their theoretical understanding as well as job skills. Nearly half of the community college students are employed while attending college.

3. The achievement of transfer goals can be illustrated by the fact that 68 percent of the students transferred when transfer was their reason for

attending a community college. Over half of the students report that they lost no credits in the transfer process, and over half earned a grade point average of "B" or better in their transfer institution.

4. In Fall 1977, thousands of citizens enrolled in over 3,000 continuing education courses, some of which receive State support. Ranging from Accounting to X-Ray Technology, these courses provide education to many older and returning students for both career development and personal enrichment.

5. With over 98 percent of the Maryland population in a county served by a community college, access is a key strength of the community college system. Reaching beyond the campus, community colleges offer courses in satellite centers that are close to the students.

6. While efficiency is an elusive concept in an organization where results may be difficult to measure, steps have been taken toward this goal. Colleges have evaluated and deleted obsolete programs, hired part-time faculty, shared computer programs, and maintained a student-faculty ratio of 21:1. There is also a discipline cost analysis which enables colleges to relate costs with benefits.

PROBLEMS IMPEDING PROGRESS

There are six critical problems that hinder the achievement of the community college goals.

1. There has been a growing trend to view education only in terms of its immediate and measurable results. Some of the results of education are subtle but valuable, and cannot be assessed through grades, income, or degrees.

2. Conditions which tend to increase college expenditures are more dominant than conditions which increase income. Enrollment has begun to stabilize during a period of increasing expenses, implying a serious financial squeeze in the near future.

3. There seems to be a slow but steady strangulation of education by rules, forms, and paperwork. The trend not only diverts time from the direct conduct of education, but it saps the morale and stifles the initiative of persons responsible for teaching and administering.

4. While Maryland does not have legislation to permit collective bargaining at all colleges, many feel that its passage is only a matter of time. The problem is that the conflict surrounding collective bargaining could polarize persons whose ultimate goals should be the same.

5. While low tuition has historically been one of the characteristics of community colleges, this trait is being lost. From 1975 to 1976, average tuition in a Maryland community college increased 11 percent

while disposable personal income rose only 8 percent.

6. Developmental education presents a problem because of its greater cost and because it can potentially lead to a negative public view of community colleges. Community colleges view quality as a high rate of student goal achievement; effectiveness and productivity among faculty and staff; and excellent counseling, physical, and learning resources.

CONSEQUENCES OF NOT RESOLVING PROBLEMS

There are three major consequences that can be expected if the above problems are not dealt with in a reasonable time. First, tuition is likely to rise if State aid remains constant and normal inflation continues. Increases in tuition will then have the effect of reducing access, since as the tuition rises fewer students will be able to afford the cost of attending college. Rising tuition also has a disproportionate impact on black families, whose income is only about two thirds as high as whites.

Second, the quality of education will be reduced. As resources are constrained, important college services are curtailed. Counseling services may be cut, giving students fewer opportunities to assess their skills and plan their programs. Faculty may face teaching overloads, reducing time to work with individual students and develop improved course materials. Institutional research may be eliminated, depriving the college of the studies that can assist in prudent planning, decision making, and evaluation.

Third, there will be a shallow educational process concerned only with immediate and measurable results. While employment and degrees are clearly important, college provides an opportunity for persons to discover their potential and stir new interests. For example, a student may enroll in nursing, only to find that her interests and skills are not a good match with the allied health professions. However, the same student may take a photography course that stimulates a lifelong interest in the subject. Such a student cannot be viewed as one who failed to complete a program, but as one who succeeded in discovering her talents and values.

MAJOR ACTIONS

The State Board for Community Colleges is committed to two major actions: seeking an increase in the State aid rate and implementation of a program evaluation system.

State Aid

Full-time equivalent enrollment in Maryland community colleges is increasing at a slower rate, and the rate of increase in full-time equivalent enrollment is projected to approximate only 2 percent systemwide. The cost of educating students continues to increase at relatively high rates because of economic factors which are generally outside the control of institutional management: the Consumer Price Index and the cost of utilities.

Maryland community colleges were able to provide quality educational services to the citizens of Maryland from FY 1972 through FY 1977 on a stable $700 State aid dollar formula, even though costs were increasing because the system experienced significant enrollment growth. Although formula aid was increased by $100 effective for FY 1978, this increase will not be sufficient to sustain quality educational programs for an extended period of time because of the smaller enrollment gains described above and increasing inflationary costs.

When costs rise above the statutory base, the State's share in the cost of educating students falls. Even with a 14 percent increase in the aid rate for FY 1978, the State's participation in the cost per full-time equivalent student is projected to be only 41 percent. This percentage is expected to decline to approximately 39 percent in FY 1979 and 36.5 percent in FY 1980.

It is, therefore, recommended that each community college receive a 12.5 percent increase in State funding for FY 1980. This would result in the following dollar increases per college:

Chesapeake College and Garrett Community College (and Cecil Community College pending enactment of legislation)	Up $185 to $1,670
Wor-Wic Tech Community College	Up $150 to $1,400
All other community colleges	Up $100 to $900

Based upon revised enrollment projections, the above changes would require additional State funds as follows:

	Additional Funds	Total Funds Required
FY 1980	$5,625,000	$54,137,000
FY 1981	125,000	55,323,000
FY 1982	125,000	56,445,000

Program Evaluation System

Over the past decade Maryland community colleges experienced an enrollment explosion. To meet the educational requirements of the thousands of new students, the community colleges have developed hundreds of new programs, the majority of which were occupational. While each community college had made specific efforts to evaluate individual programs, a Statewide mechanism for the systematic evaluation of community college programs had not been implemented. The first step which occurred in the development of the evaluation process was the implementation of a community college *Program Proposal Manual*.

The second step in the evaluation process occurred when the *Career Program Evaluation Manual* was approved by the State Board for Community Colleges and the State Department of Education in 1975. This Manual called for the development of a two-level program evaluation approach. The first level to be employed by both State agencies and the colleges uses data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving a qualitative examination of specific programs identified by analysis of Level I information will be conducted at the campus by the institution itself.

To implement the first, or quantitative, level, the State Board for Community Colleges has developed a Program Data Monitoring System (PDMS). This system aggregates all available quantitative information relating to each individual community college program for a five-year period and displays it on one computer printout page. Criteria for quantitatively analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of six Maryland groups and agencies. Each college's listing of all programs, including those flagged by PDMS will be forwarded to the college. The system will print on each program the reason(s) it is flagged. The State Board will receive a listing of all community college instructional programs flagged by the PDMS and a staff recommendation of specific community college programs which should receive a qualitative evaluation.

The State Board for Community Colleges will notify the colleges in writing of those programs for which a qualitative assessment is requested. Specific questions related to each program will be raised. Then the college will forward to the State Board staff its response to the questions presented by the State Board regarding the program. The response will include specific action to be taken by the college regarding the program.

Finally, the State Board staff will review the responses submitted by the colleges and will present the responses to the State Board for their review and comment. A summary of each program evaluation will be provided to the State Board for Higher Education, the Division of Vocational-Technical Education, and the State Advisory Council for Vocational-Technical Education for their informaton and reaction.

SUPPORT NEEDED

In order to meet community college goals, the General Assembly and the county councils will need to provide adequate financial support. Passage of "chargeback" legislation would be an important step in offering quality education at the lowest possible cost. Reduction of reports and forms required by the State Board for Higher Education and the Division of Vocational-Technical Education would free considerable time and resources for work that is more related to the college and the student. Finally, there is a need for the State Board for Community Colleges, the State Board for Higher Education, and the Division of Vocational-Technical Education to cooperate in the development of a single program evaluation system. There is a great potential for duplication in the area of evaluation with a loss of time and money to the colleges as well as to the State agencies.

RESOURCES NEEDED

Resources required in the next five years are shown in the following table. State aid projections are based upon a 2 percent full-time equivalent student enrollment growth after 1979 and a 12.5 percent increase in the aid rate proposed for FY 1980.

STATE BOARD FOR COMMUNITY COLLEGES

PROJECTED OPERATING BUDGET WITH CHANGE IN AID RATE PROPOSED FOR FY 1980

(In Thousands)

Fiscal Year	State Aid	General Administration	Optional Retirement	Federal Funds	TOTAL
1979	$47,512	$313	$245	$ 96	$48,166
1980	54,137	343	315	150	54,945
1981	55,323	350	347	150	56,170
1982	56,445	358	382	150	57,335
1983	57,614	366	420	150	58,550
1984	58,794	373	462	150	59,779

For projections that assume no change in the State aid rate, see Chapter IV, Table 3.

II. INTRODUCTION

The first *Statewide Master Plan for Community Colleges in Maryland* was published in October 1973. Since then, three Plan updates have been published. The current Master Plan represents a complete revision. A new statement of mission, goals, strengths, and problems was drafted and reviewed at each community college. At campus discussions, over 300 specific comments were recorded from faculty, students, and administrators who attended. While there is not unanimous agreement with the draft statement, this revised Plan represents a reasonable consensus among the persons in community colleges who contributed.

The general purpose of this Master Plan is to combine aims with previous experience to build a proposed course of action for Maryland community colleges. The Plan communicates the intentions of the State Board and provides a guide for coherent decision making. The specific objectives of the Plan are:

- To identify systemwide goals and objectives and to develop an evaluation system to measure progress toward those ends;
- To project enrollments as the basis for program, budget, and facilities planning;
- To identify the projected programs for each community college during the period FY 1979-FY 1984 and to establish program priorities for FY 1979-FY 1980;
- To project annual operating costs at each community college for the period FY 1979-FY 1984;
- To identify the projected new facilities on an annual basis at each community college for the period FY 1979-FY 1984;
- To determine the capital fund requirements necessary to implement the community college facilities projections for the period FY 1979-FY 1984;
- To satisfy the requirements of the Executive Planning Process;
- To formulate policies which will assure the continued financial, social, academic, and geographic accessibility of Maryland community colleges within the limits of available resources;
- To identify geographic areas of the State not currently served by a community college and to make recommendations for providing service;
- To clarify the roles of the local college governing boards, the State Board for Community Colleges, and the State Board for Higher Education;

- To recommend legislation necessary to implement new policy directions;
- To serve as a policy and statistical reference.

COORDINATION OF PUBLIC STATEWIDE HIGHER EDUCATION

In 1976, the General Assembly enacted legislation creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher Education as the State Board for Higher Education. Major additions to the Board's responsibilities include the authority to approve new programs, review institutional operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary education, a function formerly performed by the State Department of Education.

The Board consists of eleven lay members, with none representing any institutions under the Board's jurisdiction. A segmental advisory committee was also established. The committee consists of two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education include the following:[1]

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;
- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;
- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;
- To develop, implement, and administer plans and programs for interstate and regional cooperation, including reciprocity agreements on matters that affect higher education;

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[1] Adapted from the Education Article of the *Annotated Code of Maryland*, Title 16, as enacted by the General Assembly and approved by the Governor on April 3, 1978.

- To secure, compile, and evaluate information on any matter within its authority, on the forms it requires, from any person, agency, or institution subject to its jurisdiction;
- To perform any other duty delegated to it in accordance with law;
- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;
- To review and make recommendations, but not reduce, increase, or modify the operating budget requests, of the responsible institutions and agencies;
- To review proposals for capital projects and improvements desired by the public institutions of higher education seeking State funds for such projects and improvements and make recommendations with respect to them to the Governor and General Assembly;
- To review and approve before implementation each proposal for any new program; and any substantial expansion, curtailment, or discontinuance of any existing program;
- To review and make recommendations on the continuation, modification, or duplication of existing programs;
- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;
- To establish and implement procedures for transfer of students and faculty between institutions; cooperative programs among the public institutions to assure appropriate flexibility in the higher education system; and standards for the reciprocal acceptance of credits;
- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;
- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;
- To review annually the long- and short-range plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board.
- To recommend but not change the status of a community college, State college, or university;
- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordination function also includes private institutions. Proprietary institutions are also represented on the Board's response to the Federal 1202 Commission requirements.

LEGAL MANDATE OF THE COMMUNITY COLLEGE SEGMENT

The State Board for Community Colleges was established by the General Assembly in 1979. The Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

The Education Article of the *Annotated Code of Maryland*, Title 16,[1] establishes and provides for the operation of the State's community college system. This statute assigns the following powers and duties of the State Board for Community Colleges.

- To establish general policies for the operation of the State's community colleges;[2]
- To establish and maintain a system of information and accounting for community college activities;
- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;
- To administer the program of State support for the community colleges;
- To assist the State Board for Higher Education in performing its duties as they relate to community colleges;
- To assist and represent the community colleges in seeking and administering federal money available to them;
- To administer the general public junior or community college and regional community college construction program in accordance with procedures adopted by the Board of Public Works.

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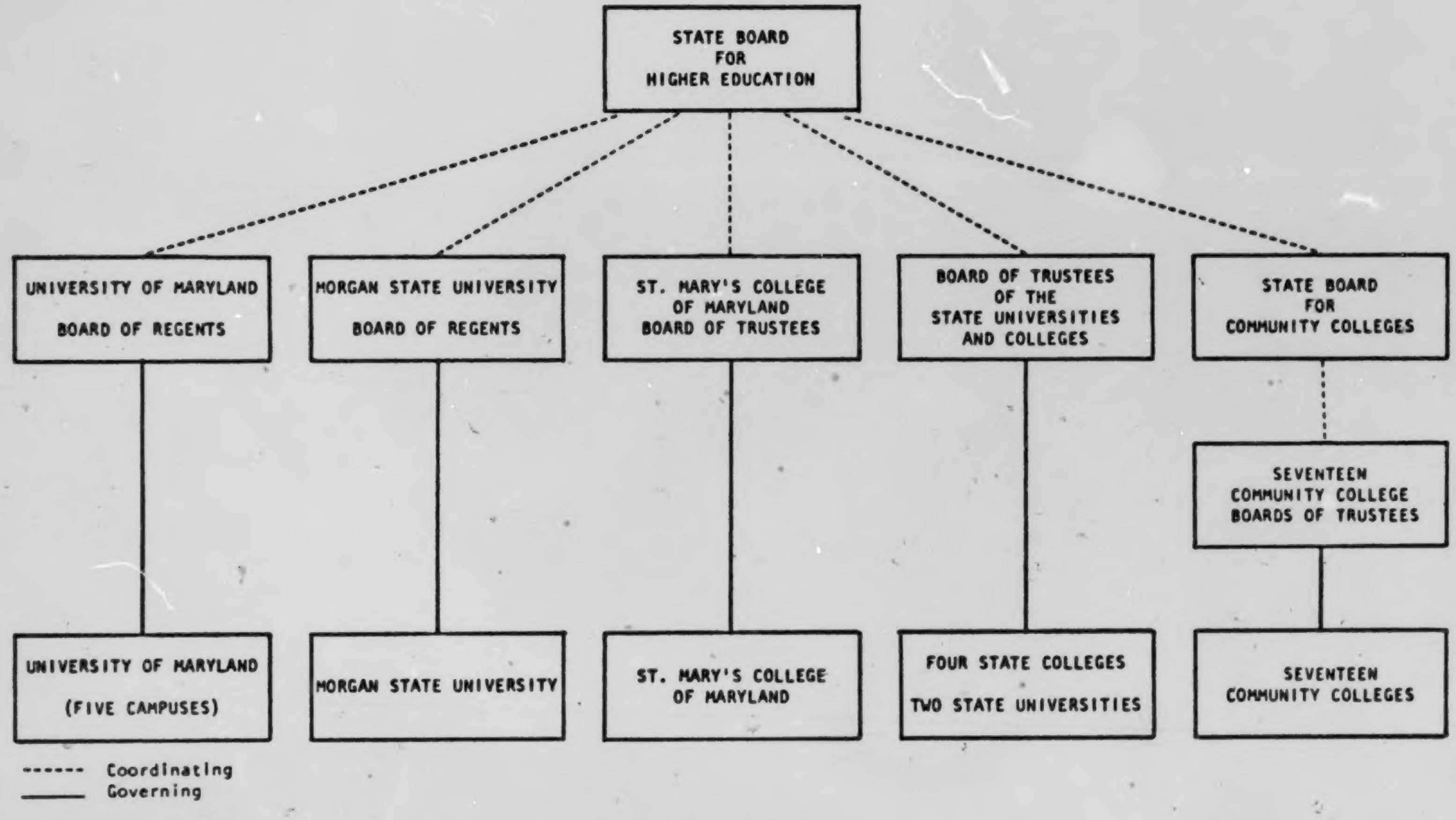
[1] As enacted by the General Assembly and approved by the Governor on April 3, 1978.

[2] See Appendix B, *Operational Policies and Bylaws*.

Chart 1

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


STATE BOARD FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
MORGAN STATE UNIVERSITY BOARD OF REGENTS
ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
SEVENTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES
TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
------ Coordinating
—— Governing

- To recommend, review, and advise on any proposal for the establishment of a new college;
- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;
- To coordinate relationships among the community colleges to (1) assure the widest possible educational opportunities for students in this State; (2) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; and (3) assure the most efficient use of State money;
- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges; and (2) arrange for the most advantageous use of facilities;
- To study the problems of community college education;
- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;
- To report annually to the General Assembly on its activities and the activities of the community colleges.

LOCAL CONTROL OF COMMUNITY COLLEGES

Commitment of the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges on the general authority of local boards. In 1961, the General Assembly authorized the State Superintendent of Schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges. Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from boards of education sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action, and at the present time all of the community colleges are operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Within the framework of the Education Article of the *Annotated Code of Maryland*, Title 16,[1] local boards of trustees are governing bodies with the authority:

- To establish community colleges acting upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;
- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;
- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;
- To sell, lease, or otherwise dispose of community college assets or property;
- To permit the county board of education to use the lands, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;
- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;
- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions.

DESCRIPTION OF THE STATE BOARD FOR COMMUNITY COLLEGES

In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

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[1] As enacted by the General Assembly and approved by the Governor on April 3, 1978.

The planning function of the Board includes such activities as the development of a Statewide community college master plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which community colleges can meet, pointing out directions for further development, making recommendations to the General Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems. As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the Board recognizes that coordination is most effectively accomplished through leadership rather than through an extension of existing mandatory controls.

STAFF FUNCTIONS

The State Board for Community Colleges is served by a professional staff of seven, including an Executive Director, Associate Executive Director, Director of Finance, Director of Planning and Research, Director of Continuing Education and Developmental Studies, Director of Instructional Programs and Facilities, and a Staff Specialist for Facilities Planning. The professional staff is supported by an accountant-auditor, four secretaries, and one fiscal clerk.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the State Board; serves as liaison between the State Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board on State-level commissions, conferences, and committees.

The Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, the adoption or modification of policies by the State Board for Community Colleges, consideration of new institutions, and the preparation of updated master plans.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He is responsible for agency publications, works with the Deans of Students, and is affirmative action/fair practices officer for the agency and segment.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the annual State Board budget, assists in the development of the annual Statewide Master Plan, and revises the State Board *Financial Guidelines and Procedures Manual*. The Director of Finance receives and reviews the budgets and the audit reports from the community colleges, analyzes these documents, and annually issues a summary report based on this information. All enrollment data related to State Aid payments is received and processed by the Director of Finance, and he is responsible for administering the State's Aid to Community Colleges program. An Accountant-Auditor assists the Director of Finance in fulfilling his duties.

The Director of Planning and Research is responsible for coordinating the Statewide Master Plan, conducting research (including the Statewide student follow-up study), developing and implementing a comprehensive management information system, and coordinating federal HEGIS reports. This staff member works with the Maryland Community College Research Group and the data processing directors.

The Director of Continuing Education and Developmental Studies is responsible for administering the continuing education program. The Director of Continuing Education and Developmental Studies works individually with each community college Continuing Education Division in the development and review of the non-credit course offerings for which State assistance may be requested. This staff member works closely with the State Board for Community Colleges Continuing Education Advisory Committee in the review of policies and guidelines relating to continuing education and developmental studies. The Director of Continuing Education and Developmental Studies also assists and advises the Deans of Continuing Education in the coordination of Title I and the Division of Vocational-Technical Education funds.

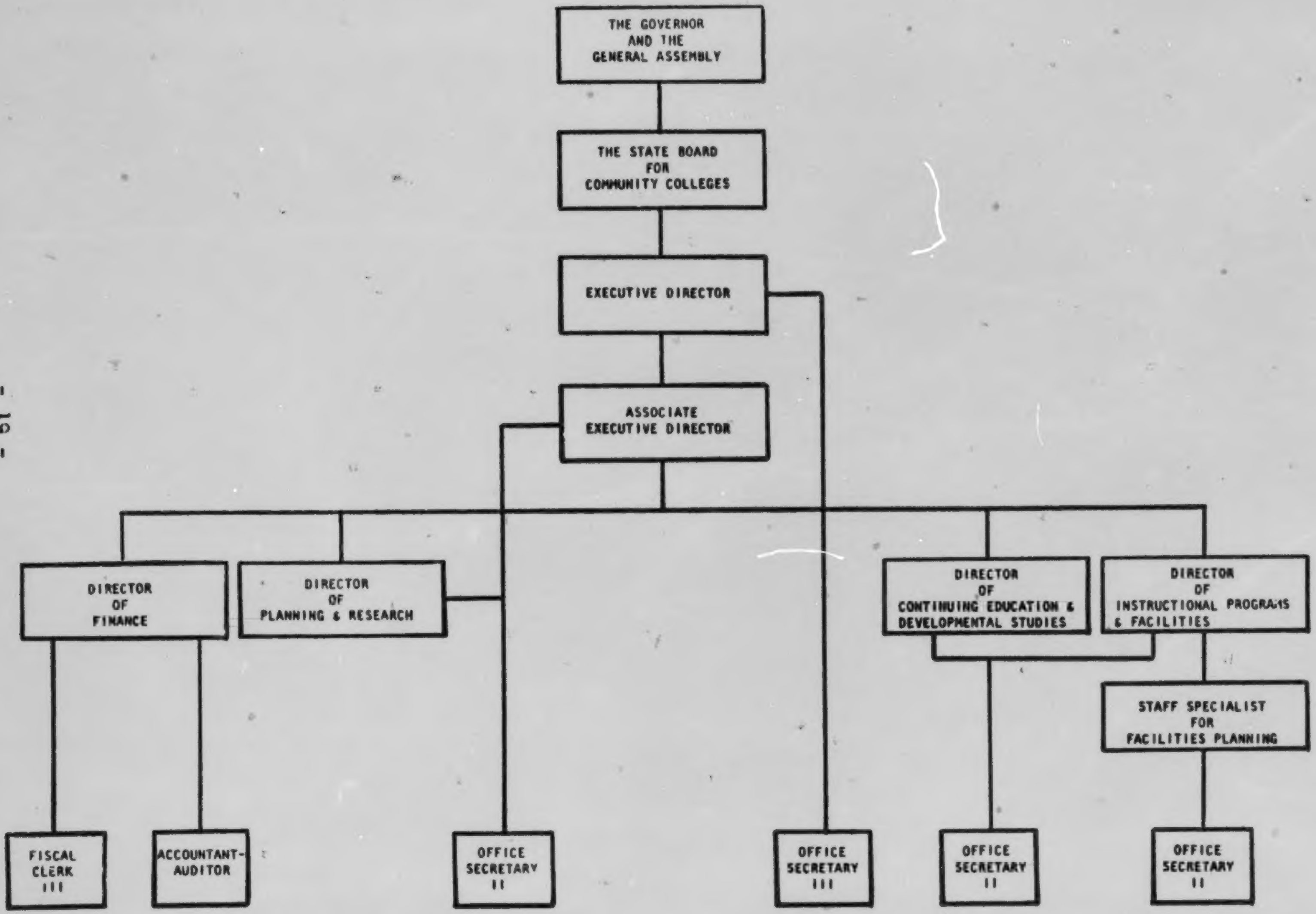
The Director of Instructional Programs and Facilities works closely with the Academic Deans, Occupational Deans, and community college Facilities Planners. He also works closely with the Program Development Council which includes representation from each community college. This group recommends criteria for State Board review of all instructional programs. The Director of Instructional Programs and Facilities is responsible for preparing a staff analysis of each instructional program proposal which serves as a basis for the State Board's recommendation to the State Board for Higher Education regarding all proposed certificate and degree programs. This staff member works with his campus colleagues to improve the facilities guidelines which govern capital bond requests and allocations and reviews in detail the capital project requests submitted by campus planners. On the basis of these reviews, the State Board recommends projects to the Board of Public Works for final approval and the award of State funds. Because of the increasingly large percentage of enrollment in occupational programs, this staff member also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. The Staff Specialist for Facilities Planning works with the Director of Instructional Programs and Facilities coordinating the facilities requirements of the community colleges.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the State Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted above, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSOCIATE EXECUTIVE DIRECTOR
DIRECTOR OF FINANCE
DIRECTOR OF PLANNING & RESEARCH
DIRECTOR OF CONTINUING EDUCATION & DEVELOPMENTAL STUDIES
DIRECTOR OF INSTRUCTIONAL PROGRAMS & FACILITIES
STAFF SPECIALIST FOR FACILITIES PLANNING
FISCAL CLERK III
ACCOUNTANT-AUDITOR
OFFICE SECRETARY II
OFFICE SECRETARY III
OFFICE SECRETARY II
OFFICE SECRETARY II

III. MISSION AND GOALS

MISSION

The following mission statements were developed with the input and assistance of each community college, using the process described on page 9. Definitions of key terms are given in Appendix H.

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local educational needs.

Students - The community colleges provide educational opportunities for eligible persons who desire credit or noncredit instruction. The community colleges enroll a wide range of students, from those with exceptional high school records to those who lack certain prerequisite college skills.

Academic Program Levels - The community colleges provide programs leading to the associate degree, as well as credit certificates and noncredit letters of recognition. All transfer course work offered is at the lower division level.

Types of Instructional Programs - The community colleges offer transfer programs which provide students with the course work necessary to transfer to programs in upper division institutions. Occupational programs and courses are offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education programs provide noncredit courses for part-time and returning students. Community colleges will make developmental education programs available commensurate with the needs of their students and will coordinate these programs with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Research - Community colleges engage in instructional and institutional research to help ensure effective teaching and policy information. There is only limited sponsored research.

Public Service - The community colleges provide community service activities designed to meet the needs of local citizens, government, business, and industry.

GOALS

Community college goals were revised from previous plans as a result of the campus discussions that were conducted. The changes generally improved the organization and clarity of the goals. One new goal, "To provide a basic education in the liberal arts," was added. While not previously stated, this goal has traditionally been an existing part of the community college mission. The new goal is complementary to the existing transfer program goal since early work toward a bachelor's degree involves building a strong foundation in the liberal arts. Definitions of key terms are given in Appendix H.

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;
2. To provide quality comprehensive career programs, courses, and student services;
3. To provide quality comprehensive transfer programs and student services;
4. To provide quality continuing education courses and community service activities;
5. To provide equal access to community colleges for eligible Maryland citizens;
6. To provide efficient community college operations without impairing the quality of services.

IV. CONDITIONS, TRENDS, AND PROJECTIONS

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities for the period FY 1979 through FY 1984 are contained in this chapter. As part of the planning process, important strengths and problems of the community college system were identified. It is assumed that the strengths must be supported and the problems must be dealt with in order to maintain a quality community college system. Specific recommendations for supporting each strength and dealing with each problem will be discussed at each college and included in the FY 1980-FY 1985 Plan.

STRENGTHS OF THE COMMUNITY COLLEGE SYSTEM

STUDENT GOAL ACHIEVEMENT

Community colleges are helping students to reach their educational goals. A recent student follow-up study showed that 74 percent were employed when they had a career goal, that 68 percent transferred when they had a transfer goal, and that 60 percent of all entrants achieved their educational goal.[1] Nearly 90 percent of the respondents said they would recommend their community college to a friend. Student goal achievement is an important strength because it demonstrates success in reaching the first four goals.

COMPETENCE OF FACULTY

A Statewide follow-up study[1] asked former students to rate their satisfaction with 17 aspects of college life; the highest ratings were given to "overall quality of instruction." At one community college graduates were asked, "What one thing was most helpful to you in completing your program?" Faculty were mentioned far more often than any other factor. A study by the Maryland Council for Higher Education showed that faculty members devote many hours beyond their regular teaching assignments advising students and developing courses.[2] A competent faculty is an important strength because goals 1 through 4 depend on excellent teaching.

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[1] *Student Follow-Up Study: First-Time Students Fall 1972*, Maryland State Board for Community Colleges, 1976.

[2] *Faculty Activity Survey*, Maryland Council for Higher Education, 1975.

LOCAL SUPPORT

Local government officials and citizens value their community colleges and support them with their efforts and their funds. Hundreds of persons serve without pay on governing boards, advisory groups, and committees. Most counties provide more than the percentage of operating expenses required by law. Since 1961, the sponsoring political subdivisions have paid for about half of the cost of capital construction expenses--over $80 million. Finally, men and women have supported community colleges through their attendance. The proportion of Maryland's new students choosing a community college has grown so that about two thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. Local support is important because none of the community college goals could be achieved without it.

GEOGRAPHIC ACCESS

Educational opportunities are offered at convenient locations. Twenty-two of the 24 political subdivisions in Maryland are served by a community college. Nearly 98 percent of the State's population live in these counties and Baltimore City. Reaching beyond their campuses, community colleges in 1977 offered credit courses at 148 satellite locations to 24,200 students. Off-campus facilities include schools, churches, factories, and government buildings. Geographic access has been an important objective in support of the community college goal of equal access.

QUALITY FACILITIES

Community colleges promote learning with excellent physical facilities. Since 1970, the net assignable space has increased 72 percent. In 1977, physical plant assets were estimated at $209,078,059. Not only are community college facilities extensive, they are modern. Many entire campuses have been built in the last ten years--the Harbor Campus at the Community College of Baltimore opened in Fall 1976 and the Germantown Campus at Montgomery Community College is scheduled to open in Fall 1978. Quality facilities are important because goals 1 through 4 depend on excellent facilities.

DIVERSE AND RESPONSIVE PROGRAMS

There is wide variety in community college programs which are designed to meet the needs of local citizens. In addition to the transfer programs offered at all community colleges, 115 different career programs are available. Largely because of their local control, community colleges have been able to react to the needs of local citizens, from Wildlife Management in Western Maryland to Bay Resources on the Eastern Shore. With a growing number of older, employed students, community colleges have expanded class schedules to evenings and weekends. Community colleges also offer continuing education courses that provide a wide range of subjects for part-time and returning students. Diverse and responsive programs are important because the community college mission includes a commitment to local needs.

PROBLEMS OF THE COMMUNITY COLLEGE SYSTEM

DECLINE OF LIBERAL ARTS

There has been a growing trend to view education only in terms of its immediate and measurable results. Some of the results of education are subtle and cannot be assessed through grades, income, or degrees. The problem lies in an attitude that things not immediately measurable are not worthy of investment. Evidence of such a trend can be seen in attempts to find specific learning objectives for every educational outcome. Maryland House Joint Resolution 119 requests that agencies submit a statistical summary with their budgets. The summary should show "measures of program output and cost, such as (a) members of persons served or units produced; (b) cost per person or cost per unit." Many journals have reported cost benefit analyses, studying how much more a person can expect to earn with increasing education.

The view that all education must have tangible and instant results runs counter to much traditional wisdom. Education has roots in helping persons to find meaning in their lives, in uplifting and ennobling the human spirit, and in searching for truth. Such an argument should not be confused with "learning for learning's sake." An education with stress on values and ideas gives course and direction to the decisions of daily life. A vision of education which is merely oriented to that which can be seen and measured today robs people of a service that only education can offer.

Identifying the decline of liberal arts as a problem does not constitute an attack on vocational education. Liberal education must be blended with technical education so that people will find not merely jobs but meaningful work. Data processing graduates must be able to do more than write a computer program; nursing graduates must be able to do more than take a pulse. Each must know how to act with wisdom and responsibility in the society. The programmer may face issues of personal privacy, and the nurse may face issues of medical ethics. If education is to contribute to improving the quality of life, education must move beyond outcomes that are immediately measurable.

FINANCIAL SQUEEZE

Conditions which tend to increase college expenditures are more dominant than conditions which increase income. Pressures for increased expenses result from (a) higher costs for energy; (b) low employee turnover (moving more persons to higher ranks); (c) the demand for higher wages; and (d) the labor-intensive nature of colleges with about 80 percent of expenses going for compensation. Factors that inhibit increases in income include (a) a decline in the number of high school graduates; (b) an increase in the proportion of older citizens and slower overall population growth in Maryland (slowing the growth of tax collection); and (c) desire among some citizens to support more "basic" services, such as fire, police, and sanitation.

Enrollment has begun to stabilize during a period of increasing expenses. With State aid tied to a formula and local governments pressed for funds, most colleges have been increasing the only remaining traditional revenue source: tuition. However, this is only a short-range solution since continued increases could work against the State's commitment to equal access. Faced with a sudden financial squeeze, many colleges in many states have experienced layoffs that damaged the morale and productivity of the institutions. There is a need to assess the nature of the financial squeeze in time to prevent precipitous choices and to minimize effects of the squeeze on students, faculty, and staff.

INCREASED REPORTING AND REGULATION

There seems to be a slow but steady strangulation of education by rules, forms, and paperwork. A recent survey showed that each Maryland community college spends an average of six person-weeks completing regular reports for the U. S. Office of Education and the State Board for Higher Education. This does not include the time needed to prepare many other reports for the State Board for Community Colleges and the Maryland Division of Vocational-Technical Education. Frustration with multiple regulations and the high cost of compliance led the presidents of four private universities to sign a "1976 Declaration of Independence" from the federal government. The State Board for Community Colleges *Bulletin* printed an open letter to President Carter urging him to curb the growing burden.

More complicated forms are being subjected to more reviews at more levels. Such increasing control not only diverts time from the direct conduct of education, but it saps the morale and stifles the initiative of persons responsible for teaching and administering at the college level. Often, greater regulation is a symptom of low trust among parts of the educational system, and low trust is a characteristic of less effective organizations. Strapped by rules and forms, there is a clear danger that the education establishment will sink of its own weight.

CONFLICT SURROUNDING COLLECTIVE BARGAINING

While legislation has not been passed in Maryland to permit collective bargaining at all colleges, many feel that its passage is only a matter of time. About half of the states already have such legislation. Attempts to block permissive legislation could actually stimulate interest in the collective bargaining issue. The problem is that the conflict surrounding collective bargaining could polarize persons whose ultimate goals should be the same. There is a lack of consensus about the helpfulness of collective bargaining in providing quality education. In some places collective bargaining has helped to clarify vague relationships, redress salary inequities, and correct unfair practices. In other places collective bargaining has reduced the time available for educational issues, diluted attention on the primary mission of the college, and created a climate that is at odds with the goals of the college.

EROSION OF THE LOW COST FEATURE OF COMMUNITY COLLEGES

While low tuition has historically been one of the characteristics of community colleges, this trait is being lost. From 1975 to 1976, average tuition in a Maryland community college increased 11 percent, substantially higher than the 3 percent rise the preceding year. From 1975 to 1976, the Consumer Pricc Index rose only 5 percent and disposable personal income rose only 8 percent. When tuition rises faster than income, there is a harmful effect on the community college goal, "To provide equal access to community colleges for eligible Maryland citizens." Higher tuition restricts attendance generally, but it has a more serious effect on black families whose income is only about two thirds as high as whites. A recent follow-up study confirmed this adverse effect; the reason cited most often by blacks as their reason for discontinuing was "lack of financial support." Whites listed the same reason only half as often.

DEVELOPMENTAL EDUCATION

Two complex issues combine to create a critical problem with developmental education in the community college system. First, it is generally acknowledged that developmental education is more costly than traditional college work. Developmental education often involves smaller classes, more personal attention, and special courses. Not only is developmental instruction more costly, but a more sophisticated counseling and course placement system is often required. While the mission statement commits community colleges to developmental education, the financial squeeze is intensified by any increase in developmental education.

Second, there is great concern that potential students may view community colleges as lower in "quality" because the college is accepting students with developmental needs. Community colleges are equally committed to serving the brightest and best prepared students and do not want to be overlooked because of their developmental offerings. While quality in community colleges is defined in part as a function of student goal achievement, this notion of quality is not shared by all citizens.

ENROLLMENT

TRENDS IN COMMUNITY COLLEGE ENROLLMENT

After a period of rapid growth in the 1960's (25 percent annually), credit enrollment rose at a slower rate in the 1970's (10 percent annually). As shown in Table 1, credit enrollment in Fall 1977 was 84,887. Even though the growth rate slowed in the 1970's, Maryland still experienced an expansion that exceeded that for community colleges nationally (9 percent annually). Approximately two thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. As important as the changes in total enrollment are changes that have occurred in the composition of the student body. The last year in which full-time students were a majority was 1970. Part-time students account for 82 percent of the growth since 1970, and now represent 66 percent of all community college students. The number of women enrolled in community colleges has also increased dramatically. Women account for 71 percent of the growth since 1972, and now represent 56 percent of all community college students. Finally, the median age of community college students has risen somewhat, from 22 in 1972 to 24 in 1976. In 1976, over one fourth of community college students were 30 or older.

Table 1

MARYLAND COMMUNITY COLLEGES

OPENING FALL CREDIT ENROLLMENT 1960-1977

Year	Full-time	Percent Increase	Part-time	Percent Increase	TOTAL	Percent Increase
1960	2,361	11.7%	2,243	.8%	4,604	5.5%
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2

MARYLAND COMMUNITY COLLEGE ENROLLMENT PROJECTIONS 1978-1984

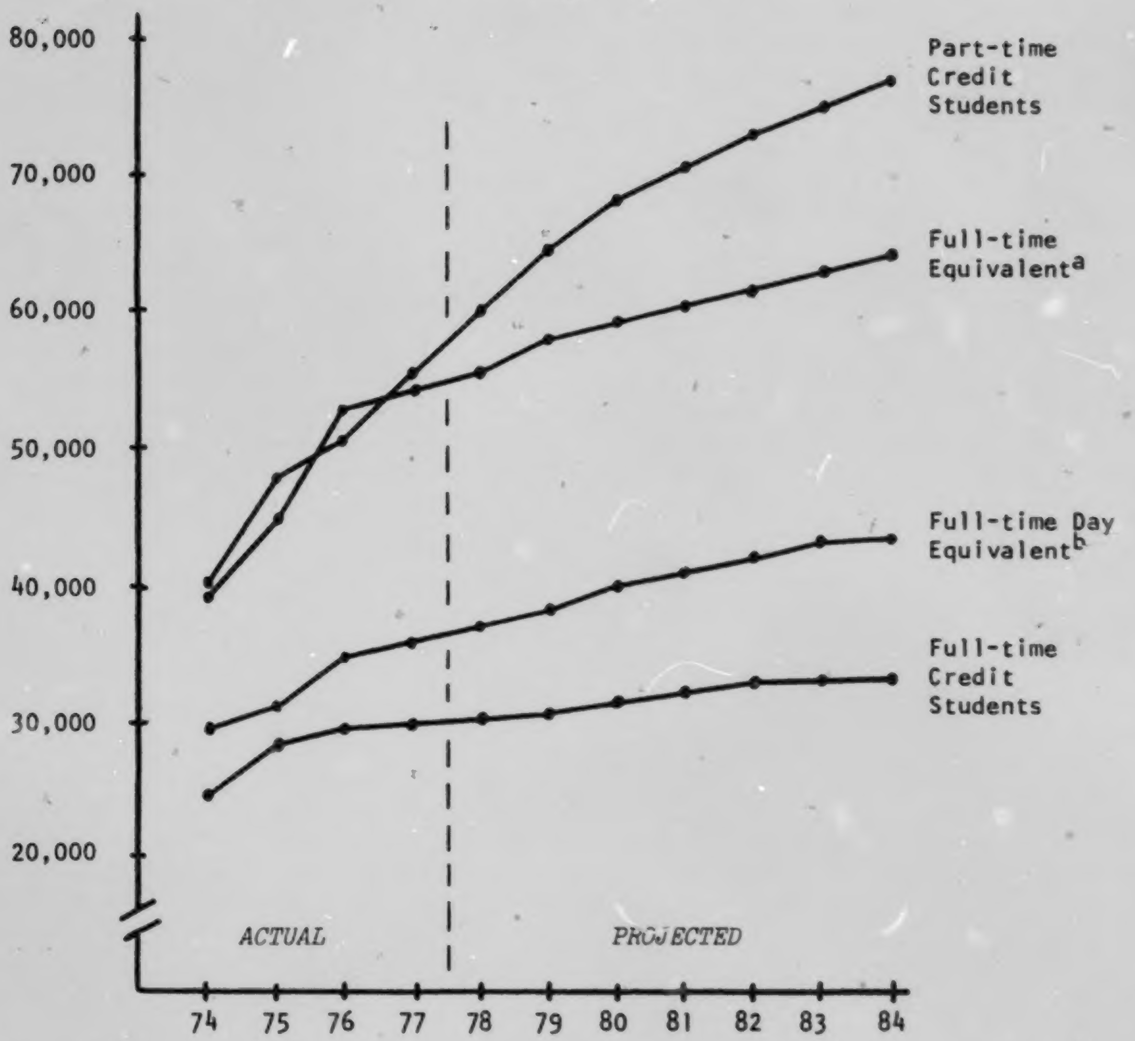
The State Board for Higher Education, in coordination with the State Board for Community Colleges, is charged with preparing enrollment projections for Maryland community colleges as a basis for facilities planning. Enrollment projections prepared by the State Board for Community Colleges are contained in Figure 1. Projection data can be found in Appendix D.

The State Board for Higher Education model for these projections used such factors as actual or projected births, high school enrollment, high school completions, migration patterns, college enrollment, and survival rates.

Figure 1

MARYLAND COMMUNITY COLLEGES

ENROLLMENT HISTORY AND PROJECTIONS
1974-1984



[a] For financial planning, full-time equivalent (FTE) is equal to total credit and equated credit hours divided by 30.

[b] For facilities planning, full-time equivalent (FTE) is equal to full-time plus one third part-time. Full-time day equivalent (FTDE) is FTE enrollment between 8:00 a.m. and 5:00 p.m.

Figure 1 illustrates that part-time enrollment may increase to about 77,000 while full-time enrollment may increase to 33,000 in 1984. From 1978 to 1984, the full-time day equivalent enrollment (FTDE) for determining facilities requirements is expected to increase from 37,000 to 43,000 (Appendix D, Table 7-D). It is expected that community college campuses currently approved or under construction will have an impact upon these projections. This impact will be evaluated as enrollment projections are revised annually.

Figure 1 also illustrates preliminary estimates of the total full-time equivalent (FTE) enrollment for State aid payments to colleges. As used in financial planning, a full-time equivalent student is computed by dividing all credit hours and equated credit hours by 30. The estimated full-time equivalent for State aid is based upon an annual growth rate of 2 percent after FY 1979.

PROGRAMS OF INSTRUCTION

Originally the purpose of Maryland community colleges, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, these institutions have become more comprehensive in the scope of their offerings. The *Annotated Code of Maryland* identifies occupational education as one of the major community college responsibilities. Occupational programs, however, were not widely available until about 1970. Continuing education, along with community and public services, represents the third major component of Maryland's comprehensive community colleges.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses or other educational activities leading to a degree or certificate." Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs

Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas. About one third of community college students transfer to four-year institutions.

Occupational Programs

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, and agriculture;

- Artisan, trade and service levels within each of these fields.

Within the framework of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics. These latter areas of study provide students with the opportunity to develop concepts and skills necessary to improve the individual's effectiveness as a citizen, as well as employee. This general education component in occupational programs is transferable on a selective basis. Certificate programs must include 12 or more credits primarily of specialized content stressing the technical and/or manipulative requirements of an occupation. Generally, these programs take less than two years to complete.

CONTINUING EDUCATION, COMMUNITY AND PUBLIC SERVICE ACTIVITIES

In recent years continuing education, along with community and public service activities, has emerged as one of the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities. Many individuals enroll in courses to pursue an avocational interest or for general cultural enrichment. Continuing education courses, community and public service activities, available on campuses and in facilities located throughout the community, make the community college available to all citizens regardless of age, interest, or background.

In Fall 1977, there were about 3,000 continuing education and community and public service courses. In addition, hundreds of thousands of Maryland citizens participated in and attended concerts, plays, workshops, and other related activities sponsored by community colleges.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students and their families as to the level of education required to qualify for desirable employment opportunities. This shift is reflected in national projections predicting that throughout the next decade 80 percent of available jobs will require less than the bachelor's degree.[1] The State Board for Community Colleges from 1960 to 1977 endorsed 208 new degree and certificate programs for Maryland community colleges. Of these, 195 were degree and certificate occupational programs while only thirteen were intended primarily for transfer. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent in 1969 to 39 percent in 1977. The number of occupational certificates awarded increased from 114 in the 1970-1971 academic year to 728 in the 1976-1977 academic year.

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[1] *New Students and New Places*, Policies for the Growth and Development of Higher Education, Carnegie Commission Report, 1971.

Table 2 summarizes the projected community college programs for the period Fall 1979 through Fall 1983. These projections were supplied by the colleges and represent only the first of three steps in programs proposed to the State Board for Community Colleges. The second step is a "letter of intent" due in June; and the third step is a full program proposal, due in November. During these three steps, many factors are weighed by the colleges and most projected programs are not implemented. For example, only five new programs were endorsed for Fall 1978 while the 1977 Master Plan projected 62. Although enrollment and financial impact are now estimated for each projected program in Chapter VII, it is not possible to project Statewide costs when there are so many unknowns. The same uncertainty about which projected programs will be implemented prevents the meaningful use of a Statewide priority system. Each proposed program is evaluated on its merits according to the criteria in the *Program Proposal Manual*:

- Availability of jobs for graduates of the program;
- Transferability of competencies and skills to related fields;
- Student interest in the program;
- Cost of the program, including need for new facilities and/or staff;
- Impact of proposed program on similar programs at other colleges;
- Articulation of the program with other secondary and postsecondary institutions.

Table 2

MARYLAND COMMUNITY COLLEGES

PROJECTED COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS
FALL 1979-FALL 1983

HEGIS Classification	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983
TRANSFER (4900)	2	2	2	0	2
OCCUPATIONAL					
Business & Commerce Technologies (5000)	16	16	18	11	4
Data Processing Technologies (5100)	2	0	1	1	0
Health Services & Paramedical Technologies (5200)	11	12	10	7	4
Mechanical & Engineering Technologies (5300)	10	24	14	9	9
Natural Science Technologies (5400)	3	3	5	0	6
Public Service Related Technologies (5500)	11	5	3	4	1
TOTAL	55	62	53	32	26

REGIONAL PROGRAMS

The State Board for Community Colleges has designated seven instructional programs at Maryland community colleges as regional or Statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of regional programs allows for more effective Statewide planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can now enroll in designated programs in adjoining areas without financial penalty, there will be less need to have all programs available locally. This will tend to eliminate unnecessary duplication of effort.

The seven programs designated as regional or Statewide are:

- Air Transportation Management - Regional
  Catonsville Community College

- Mortuary Science - Regional
  Catonsville Community College

- Professional Photography - Regional
  Cecil Community College

- Power Engineering Technology - Regional
  Dundalk Community College

- Wildlife Management - Statewide
  Garrett Community College

- Vision Care Technician - Regional
  Howard Community College

- Hotel-Motel Management - Regional
  Wor-Wic Tech Community College

FINANCING CURRENT OPERATIONS

STATE BOARD FOR COMMUNITY COLLEGES

The State Board's projected operating budget is divided into four categories: State Aid to community colleges, General Administration, the Optional Retirement program, and Federal Funds (Table 3). The General Administration budget represents less than 1 percent of the total allocation of the agency.

Table 3

STATE BOARD FOR COMMUNITY COLLEGES

PROJECTED AGENCY EXPENDITURES
LIMITED TO STATUTORY MAXIMUM FOR STATE AID
FY 1979 THROUGH FY 1984
(In Thousands)

Fiscal Year	State Aid	General Administration	Optional Retirement[a]	Federal Funds	TOTAL
1979	$47,512	$313	$245	$ 96	$48,166
1980	48,512	343	315	150	49,320
1981	49,484	350	347	150	50,331
1982	50,472	358	382	150	51,362
1983	51,482	366	420	150	52,418
1984	52,512	373	462	150	53,500

[a] See next page.

[a] The Optional Retirement program was provided for under Chapter 556 of the Acts of the 1975 General Assembly. Estimates are based on a State contribution rate of 6.13 percent applicable to the Teachers' Retirement System for FY 1978. Projections into fiscal years beyond 1979 have been made to allow for increased State contribution rates and increases in faculty salaries as well as an increase in the number of faculty members.

CURRENT FUNDING FORMULA

The current funding formula for Maryland community colleges calls for each institution to initiate its budget and for the political subdivision to set the level of financial support within which the local college must operate. Currently, the State provides 50 percent of the net operating cost up to $800 per full-time equivalent student. Current statutes require that the local political subdivision provide a minimum of 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total cost exceeds $1,600 per full-time equivalent student (true in all of the community colleges), the local subdivisions and the students bear the additional cost.

Legislation was enacted in 1972 and expanded in 1973 and 1975 to provide additional State aid for a regional community college and a smaller community college. For these institutions, the State contributes 55 percent of a maximum of $2,700 per full-time equivalent student. Current statute requires that the local political subdivision contribute 32 percent with the student share set at 13 percent. Wor-Wic Tech Community College (Worcester and Wicomico Counties) is currently funded on a prior formula basis which provides that the State contribute 55 percent of the first $2,273 of costs per full-time equivalent student while the counties contribute a minimum of 28 percent and the students 17 percent.

PROJECTED NET OPERATING COSTS

Table 4 shows projections based upon previous college costs, 2 percent annual enrollment growth, and an overall inflationary factor which approximates 6 percent annually. Distribution of full-time equivalent students among colleges after FY 1979 is only tentative: the approved State Board procedure for distributing full-time equivalent students will be followed prior to each fiscal year. These projections include only net operating expenditures and project individual and systemwide community college operating costs for FY 1979 through FY 1984. Included in the costs are Summer sessions and the cost of continuing education courses. Table 5 discloses the actual systemwide cost per full-time equivalent student for FY 1973 through FY 1977, and the projected systemwide cost per full-time equivalent student for FY 1978 through FY 1984.

Table 4 does not indicate the sources from which the funds originate. Net expenditures include only dollars expended from State, local and student sources. The estimated college expenses are determined in Table 4 by multiplying the

Table 4

MARYLAND COMMUNITY COLLEGES

ACTUAL AND ESTIMATED FULL-TIME EQUIVALENT STUDENTS, COST PER FULL-TIME EQUIVALENT STUDENT, AND NET CURRENT OPERATING EXPENSES FY 1977 THROUGH FY 1984

	FY 1977 (Actual)			FY 1978 (Estimated)		
College	FTE	Cost Per FTE	Net Expenses	FTE[a]	Cost Per FTE	Net Expenses
Allegany	1,692	$1,553	$ 2,627,676	1,772	$1,648	$ 2,920,256
Anne Arundel	4,080	1,677	6,842,160	4,223	1,893	7,994,139
Baltimore City	6,017	1,768	10,638,056	6,242	1,632	10,186,944
Baltimore County	-	-	-	13,850	1,998	27,672,300
Catonsville	6,259	1,773	11,097,207	-	-	-
Cecil	942	1,667	1,570,314	875	1,631	1,427,125
Charles	1,840	1,807	3,324,880	1,958	1,782	3,489,156
Chesapeake	590	2,613	1,541,670	725	2,883	2,090,175
Dundalk	1,864	1,809	3,371,976	-	-	-
Essex	5,401	1,758	9,494,958	-	-	-
Frederick	1,276	-	-	1,397	1,670	2,332,990
Garrett	480	2,279	1,093,920	538	2,342	1,259,996
Hagerstown	1,575	1,633	2,571,975	1,533	1,871	2,868,243
Harford	2,465	1,869	4,607,085	2,669	2,078	5,546,182
Howard	1,412	1,993	2,814,116	1,584	1,963	3,109,392
Montgomery	8,632	2,153	18,584,696	8,894	2,434	21,647,996
Prince George's	9,020	1,516	13,674,320	9,245	1,746	16,141,700
Wor-Wic Tech	249	1,963	488,787	345	2,000	690,000
TOTALS	53,794		$ 94,343,796	55,850		$109,376,594

	FY 1979 (Estimated)			FY 1980 (Estimated)		
College	FTE[a]	Cost Per FTE	Net Expenses	FTE[b]	Cost Per FTE	Net Expenses
Allegany	1,854	$1,707	$ 3,164,778	1,887	$1,760	$ 3,321,120
Anne Arundel	4,279	2,059	8,810,461	4,360	2,183	9,517,880
Baltimore City	6,428	1,850	11,891,800	6,555	2,000	13,110,000
Baltimore County	14,357	2,098	30,120,986	14,642	2,156	31,568,152
Cecil	963	1,702	1,639,026	887	1,675	1,485,725
Charles	2,159	1,792	3,868,928	2,201	1,803	3,968,403
Chesapeake	769	2,750	2,114,750	786	2,700	2,122,200
Frederick	1,393	1,945	2,709,385	1,420	2,140	3,038,800
Garrett	551	2,555	1,407,805	562	2,620	1,472,440
Hagerstown	1,577	2,071	3,265,967	1,609	2,131	3,428,779
Harford	2,651	1,984	5,259,584	2,704	2,052	5,548,608
Howard	1,677	2,116	3,548,532	1,710	2,243	3,835,530
Montgomery	9,350	2,824	26,404,400	9,537	2,981	28,429,797
Prince George's	9,531	1,919	18,289,989	9,720	2,111	20,518,920
Wor-Wic Tech	461	2,000	922,000	580	2,100	1,218,000
TOTALS	58,000		$123,418,391	59,160		$132,584,354

[a] As approved by SBCC 12-8-77.

[b] Based upon SBCC projected increase of 2 percent annually.

College	FY 1981 (Estimated)			FY 1982 (Estimated)		
	FTE[b]	Cost Per FTE	Net Expenses	FTE[b]	Cost Per FTE	Net Expenses
Allegany	1,924	$1,820	$ 3,501,680	1,963	$1,880	$ 3,690,440
Anne Arundel	4,447	2,314	10,290,358	4,536	2,453	11,126,808
Baltimore City	6,686	2,200	14,709,200	6,820	2,450	16,709,000
Baltimore County	14,935	2,213	33,051,155	15,234	2,328	35,464,752
Cecil	905	1,700	1,538,500	923	1,725	1,592,175
Charles	2,245	1,814	4,072,430	2,290	1,825	4,179,250
Chesapeake	802	2,700	2,165,400	819	2,650	2,170,350
Frederick	1,448	2,354	3,408,592	1,477	2,589	3,823,953
Garrett	573	2,680	1,535,640	584	2,763	1,613,592
Hagerstown	1,641	2,192	3,597,072	1,674	2,276	3,810,024
Harford	2,758	2,120	5,846,960	2,813	2,189	6,157,657
Howard	1,744	2,377	4,145,488	1,779	2,520	4,483,080
Montgomery	9,727	3,128	30,426,056	9,922	3,261	32,355,642
Prince George's	9,914	2,323	23,030,222	10,113	2,555	25,838,715
Wor-Wic Tech	594	2,200	1,306,800	603	2,200	1,326,600
TOTALS	60,343		$142,625,553	61,550		$154,342,038

College	FY 1983 (Estimated)			FY 1984 (Estimated)		
	FTE[b]	Cost Per FTE	Net Expenses	FTE[b]	Cost Per FTE	Net Expenses
Allegany	2,002	$1,940	$ 3,883,880	2,043	$2,000	$ 4,086,000
Anne Arundel	4,627	3,282	15,185,814	4,719	3,300	15,572,700
Baltimore City	6,956	2,700	18,781,200	7,095	2,760	19,582,200
Baltimore County	15,538	2,443	37,959,334	15,849	2,558	40,541,742
Cecil	941	1,750	1,646,750	960	1,775	1,704,000
Charles	2,336	1,835	4,286,560	2,382	1,847	4,399,554
Chesapeake	834	2,650	2,210,100	852	2,680	2,283,360
Frederick	1,507	2,849	4,472,930	1,537	3,197	4,913,789
Garrett	596	2,847	1,696,812	608	2,847	1,730,976
Hagerstown	1,707	2,367	4,040,469	1,742	2,498	4,351,516
Harford	2,870	2,257	6,477,590	2,927	2,325	6,805,275
Howard	1,815	2,646	4,802,490	1,851	2,791	5,166,141
Montgomery	10,120	3,371	34,114,520	10,322	3,525	36,385,050
Prince George's	10,315	2,810	28,985,150	10,521	2,931	30,837,051
Wor-Wic Tech	616	2,200	1,355,200	628	2,200	1,381,600
TOTALS	62,780		$169,898,799	64,036		$179,740,954

[b] Based upon SBCC projected increase of 2 percent annually.

FTE = Full-time equivalent.

NOTE: Local community college budget approval should not be based solely on these projections. Full-time equivalent students do not include out-of-state students.

projected full-time equivalent students by the projected current cost per full-time equivalent student. Table 6 details estimated current operating expenses by function, while Table 7 shows estimated net current operating expenses by object classification.

It should be noted that individual college enrollments may change significantly due to local conditions. Since these data are designed primarily to determine systemwide funding requirements, local political subdivisions should not approve community college budgets based solely upon these projections.

Planning based upon projections in a rapidly changing environment is hazardous. To secure the greatest possible accuracy, the State Board for Community Colleges will annually revise all projections at the time of the submission of community college budgets to the Governor and the General Assembly.

Table 5

MARYLAND COMMUNITY COLLEGES

ACTUAL AND ESTIMATED COST PER FULL-TIME EQUIVALENT STUDENT FY 1973 THROUGH FY 1984

Fiscal year	Net Cost Per FTE Student
1973[a]	$1,610
1974[a]	1,648
1975[a]	1,711
1976[a]	1,665
1977[a]	1,802
1978[b]	1,939
1979[b]	2,095
1980[b]	2,241
1981[b]	2,363
1982[b]	2,508
1983[b]	2,706
1984[b]	2,807

FTE = Full-time equivalent

[a] Actual
[b] Estimated

Table 6

MARYLAND COMMUNITY COLLEGES

ESTIMATED NET CURRENT OPERATING EXPENSES BY FUNCTION
FY 1979 THROUGH FY 1984
(In Thousands)

Function	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
Instruction	$ 66,646	$ 71,596	$ 77,018	$ 83,345	$ 91,745	$ 97,060
Libraries	7,405	7,955	8,558	9,261	10,194	10,784
Student Affairs	9,873	10,607	11,410	12,347	13,592	14,379
Plant Operations	17,279	18,562	19,968	21,608	23,786	25,164
General Administration	13,576	14,584	15,689	16,978	18,689	19,772
General Institutional	8,639	9,281	9,984	10,804	11,893	12,582
TOTAL	$123,418	$132,585	$142,627	$154,343	$169,899	$179,741

Table 7

MARYLAND COMMUNITY COLLEGES

ESTIMATED NET CURRENT OPERATING EXPENSES BY OBJECT
FY 1979 THROUGH FY 1984
(In Thousands)

Object	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
Compensation	$ 97,501	$104,742	$112,674	$121,930	$134,220	$141,995
Contracted Services	7,405	7,955	8,558	9,261	10,194	10,784
Supplies & Materials	6,171	6,629	7,131	7,717	8,495	8,987
Communications	1,234	1,326	1,426	1,543	1,699	1,797
Conferences-Meetings	1,234	1,326	1,426	1,543	1,699	1,797
Utilities	4,937	5,303	5,705	6,174	6,796	7,190
Fixed Charges	1,234	1,326	1,426	1,543	1,699	1,797
Furniture & Equipment	3,703	3,978	4,279	4,630	5,097	5,392
TOTAL	$123,419	$132,585	$142,625	$154,341	$169,899	$179,739

FUNDING SOURCES

Table 8 shows the projected distribution of revenues using the totals in Table 4 as a base. The distribution of revenues is also based upon the current statutory formula of 50 percent State aid, 28 percent local funds, and 22 percent student tuition. Historical precedent indicates that the statutory dollar limitation in State aid will likely increase. Therefore, the distribution of revenues as outlined in Table 9 assumes that the State will not be restricted to the current statutory dollar limitation in its 50 percent share of net operating costs.

Table 8

MARYLAND COMMUNITY COLLEGES

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
NOT LIMITED TO STATUTORY MAXIMUM
FY 1979 THROUGH FY 1984
(in Thousands)

Source	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
Tuition & Fees	$ 27,152	$ 29,169	$ 31,378	$ 33,955	$ 37,378	$ 39,543
Counties/City	34,557	37,124	39,935	43,216	47,572	50,328
State	61,709	66,292	71,313	77,171	84,950	89,870
TOTAL	$123,418	$132,585	$142,626	$154,342	$169,900	$179,741

Table 9 shows projections of the total costs expected to be absorbed by the counties (and the City of Baltimore) and the students. Annual increases in State Aid, as noted in Table 9, are based upon growth in full-time equivalent enrollment with a statutory limitation of $800 maximum per full-time equivalent student.[1]

Table 9 shows how, in a period of minor increases in enrollment coupled with significant inflationary rates, the State's share of operating costs will decline dramatically if current patterns of funding are projected into the future. This decline is so significant that in FY 1982 the counties would begin to contribute more to the cost of operations than the State and in FY 1983 both the counties and students would contribute sums in excess of the State's contribution. This situation can only be avoided by significant cost reductions or an increase in the State aid rate or a combination of both. The impact of a change in the statutory limitation for State Aid can be demonstrated by projecting an increase of $100 per full-time equivalent student at the current enrollment level. Such an increase would require approximately $5,916,000 additional State Aid in FY 1980.

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[1] Two colleges operate a statutory maximum of $1,485 per full-time equivalent in State aid; one college operates at $1,250 per FTE.

Table 9

MARYLAND COMMUNITY COLLEGES

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
LIMITED TO STATUTORY MAXIMUM
FY 1979 THROUGH FY 1984

Source	FY 1979	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984
Tuition & Fees	$ 34,516	$ 38,267	$ 42,436	$ 47,368	$ 54,059	$ 58,108
Counties/City	38,922	43,153	47,853	53,415	60,960	65,526
State	47,512	48,512	49,484	50,472	51,482	52,512
Miscellaneous	2,468	2,652	2,853	3,087	3,398	3,595
TOTAL	$123,418	$132,584	$142,626	$154,342	$169,899	$179,741

PHYSICAL FACILITIES

Formulating educational requirements and initiating planning for new facilities are all responsibilities of community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State guidelines for community college facilities planning, has the authority to review all plans for new facilities. The State Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the Department of General Services. After project proposals are reviewed by the State Board staff, recommendations on the advisability of capital projects are made to the State Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop within its Master Plan detailed physical facilities requirements and projections of capital funds necessary to finance them.

INVENTORY OF EXISTING FACILITIES

Table 10 is an inventory of existing community college facilities. The total net assignable square feet of education space by category of use over a six-year period indicates an increase of 72 percent, from 1,675,575 total net assignable square feet in FY 1970 to 2,875,682 net assignable square feet in FY 1977.

PROJECTED FACILITIES REQUIREMENTS FOR FISCAL YEARS 1977 THROUGH 1983

Table 11 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1983. Projected facilities requirements are based upon revised facilities and space guidelines adopted by

Table 10

MARYLAND COMMUNITY COLLEGES

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM 1970 - 1977[a]

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Supporting	Health Care	Unclassified	TOTAL
Allegany	26,681	46,125	17,256	13,924	27,753	20,284	5,003	-	-	157,026
Anne Arundel	34,295	58,135	43,433	12,171	38,632	26,196	4,061	600	-	217,523
Baltimore:										
Liberty Heights	32,776	55,620	40,996	19,514	27,472	27,532	4,892	512	-	209,314
Harbor	28,522	32,253	26,487	15,612	1,219	5,167	3,260	411	-	112,931
Catonsville	49,540	45,208	74,067	28,486	66,095	32,164	11,024	436	-	307,020
Cecil	4,290	7,416	5,543	2,804	2,360	2,860	272	-	-	25,545
Charles	13,527	13,031	21,233	18,145	27,145	7,576	6,384	-	-	107,041
Chesapeake	13,265	25,057	14,055	6,871	25,318	8,327	1,362	-	-	94,255
Dundalk	13,893	3,600	13,488	12,451	1,147	-	3,432	-	-	48,011
Essex	46,034	58,539	51,965	22,081	63,090	37,281	6,019	440	-	285,449
Frederick	12,194	15,272	12,573	9,070	17,756	9,736	1,657	-	-	78,258
Garrett	7,354	20,134	6,796	5,664	9,501	5,721	3,273	-	-	58,443
Hagerstown	17,972	26,531	17,727	13,957	21,373	6,553	4,036	214	-	108,363
Harford	15,383	23,301	26,398	17,470	38,485	17,506	10,393	488	-	149,424
Howard	12,566	16,987	16,888	6,800	29,522	6,111	1,603	-	-	90,477
Montgomery:										
Rockville	54,489	94,436	75,646	55,953	64,899	53,315	11,624	463	-	410,825
Takoma Park	18,190	36,086	20,113	19,328	1,296	12,137	4,835	435	-	112,420
Germantown	-	-	-	-	-	-	-	-	-	-
Prince George's	61,053	62,179	60,036	11,229	24,044	72,647	11,897	272	-	303,357
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,682
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,254
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,051,572
TOTAL 1971	329,346	415.189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

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[a] Inventory as of September 30 of each year.

Table 11

MARYLAND COMMUNITY COLLEGES

INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET AS OF JANUARY 31, 1977

College	Existing NASF FY 1978	NASF/FTDE FY 1978	In Process	Projected Total FTDE FY 1983	Projected NASF in FY 1983	NASF/FTDE FY 1983
Allegany[a]	157,026	156.40	7,440	1,163	164,466	141.41
Anne Arundel	217,523	78.39	18,098	3,386	251,633	74.32
Baltimore City:						
Liberty	209,314	62.22	-	2,605	209,314	80.35
Harbor	112,931	137.22	-	2,400	112,931	47.05
Baltimore County:						
Catonsville	307,020	84.95	-	4,492	307,020	68.35
Dundalk[b]	48,011	68.78	64,954	866	112,965	130.44
Essex	285,449	75.93	41,773	4,626	363,947	78.67
Cecil	25,545	62.45	18,385	503	43,930	87.34
Charles	107,041	93.22	-	1,410	131,862	93.52
Chesapeake[c]	94,255	217.68	-	523	94,255	180.22
Frederick	78,258	105.61	9,380	901	87,638	97.27
Garrett[d]	58,443	322.89	-	235	58,443	248.69
Hagerstown	108,363	101.46	9,795	1,271	118,158	92.96
Harford	149,424	104.42	5,439	1,756	161,876	92.18
Howard	90,477	109.93	28,609	1,019	119,086	116.86
Montgomery:						
Rockville	410,825	70.26	-	4,950	410,825	83.00
Takoma Park	112,420	64.24	48,619	1,750	161,039	92.02
Germantown	-	-	108,671	2,462	108,670	44.14
Prince George's:						
Largo	303,357	60.89	53,591	4,990	394,607	79.08
Clinton	-	-	-	1,104	80,000	72.46
Wor-Wic Tech	-	-	-	161	-	-
TOTAL	2,875,682	82.23	414,754	42,573	3,492,665	82.04

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[a] Includes Regional Vocation Building of 33,600 NASF not financed by community college funds which have provided 95.68 NASF per FTDE.

[b] Includes 18,313 NASF of gymnasium space in excess of Guidelines financed by others.

[c] College authorized and constructed, based on early college projections.

[d] College constructed 10,696 NASF vocational building financed with ARDA funds.

the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent enrollments at each institution through FY 1984.

It should be noted that the majority of the projected facilities requirements stem from anticipated enrollment growth. This growth will occur in those suburban areas where large populations already exist and building programs are currently lagging behind schedule. Therefore, the State Board for Community Colleges and the affected institutions should move expeditiously to implement projected facilities programs.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it will be necessary to construct additional campuses. Map 1 indicates present, planned, and potential campuses as well as potential locations for new community colleges. On the basis of projected space requirements as indicated in Table 11, the State Board for Community Colleges has approved the establishment of one additional campus in Montgomery County, in the Germantown area, in 1978 and one additional campus in Prince George's County, in the Clinton area, in 1986. Beyond this, the State Board plans to continue close examination of the need for a third campus in Prince George's County and an additional campus in Anne Arundel County. Although northern Baltimore County has a large geographic area not currently served by a community college, this large area could be served by a satellite campus from an existing Baltimore County college until there is sufficient population to warrant an additional campus.

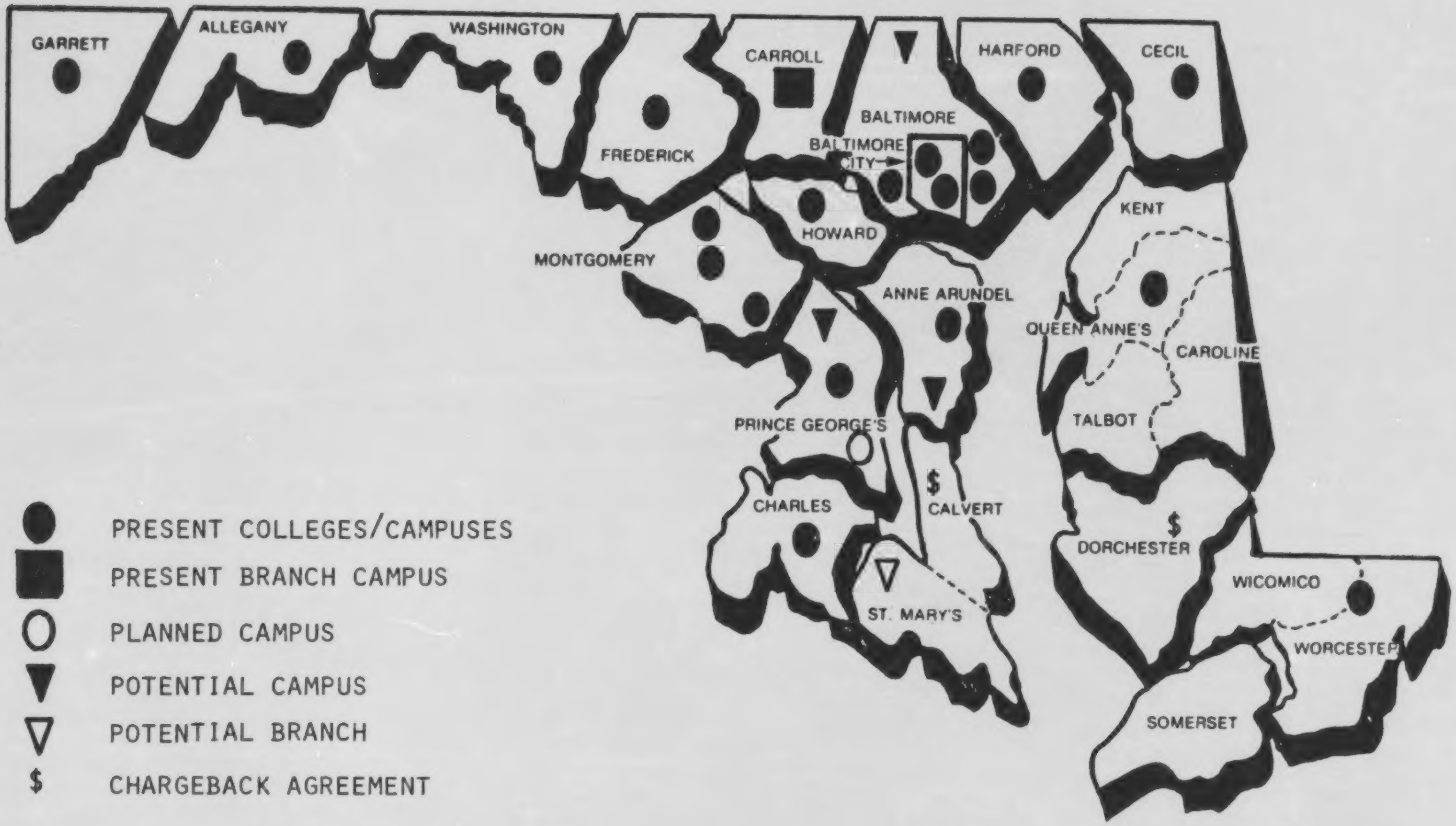
Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1978, 23 of the 24 political subdivisions in Maryland will be served by a community college. Over 99 percent of the State's population live in these counties and Baltimore City. Map 1 indicates that five counties do not have their own community college: Carroll, Calvert, St. Mary's, Dorchester, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Calvert County and Dorchester County have agreements with neighboring counties to provide education at in-county rates. St. Mary's County is currently finalizing arrangements with Charles County Community Colleges to provide a branch campus in Fall 1978.

Map 1

MARYLAND COMMUNITY COLLEGES


GARRETT
ALLEGANY
WASHINGTON
FREDERICK
CARROLL
BALTIMORE
BALTIMORE CITY
HARFORD
CECIL
HOWARD
MONTGOMERY
ANNE ARUNDEL
KENT
QUEEN ANNE'S
CAROLINE
TALBOT
PRINCE GEORGE'S
CHARLES
CALVERT
DORCHESTER
ST. MARY'S
WICOMICO
WORCESTER
SOMERSET
● PRESENT COLLEGES/CAMPUSES
■ PRESENT BRANCH CAMPUS
○ PLANNED CAMPUS
▼ POTENTIAL CAMPUS
▽ POTENTIAL BRANCH
$ CHARGEBACK AGREEMENT

Published national guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines now state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board any request for the introduction of new community colleges or new campuses of existing institutions.

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college utilizing existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish satellite centers in the county, such as Carroll County has done with Catonsville Community College.

Use of the latter alternative can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted; (2) continue the use of a satellite campus indefinitely (or for an additional trial period); or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was utilized, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this act. The result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of: site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

PAST AND PROJECTED COSTS OF STATE PARTICIPATION IN CAPITAL CONSTRUCTION

In the period FY 1961-FY 1978, the Maryland General Assembly authorized $111,000,000 in State capital construction bonds for community colleges for expenditure. Table 12 indicates that $95,549,693 of the $111,000,000 was allocated to the individual institutions by the Board of Public Works. Of this total, $87,005,580 was actually expended through January 1, 1978. The difference of $8,544,113 represents construction in process or completed and not "closed out."

Column 3 of Table 12 also summarizes the projected allocation requests by institutions for the period FY 1979-FY 1984. As illustrated, the projected allocations for this period total $22,905,425 of which $11,902,480 is available from bonds previously authorized. Of the $11,902,480 however, $127,593 is specifically designated for regional colleges leaving $11,774,887 available to remaining capital projects throughout the rest of the system. Thus, the projected net State bond requirement for the period FY 1978-FY 1984 is $11,130,538.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VII. These projections are based upon FY 1979 dollars and will be updated annually. Table 13 summarizes the projected State bond requirements for the period FY 1979-FY 1984.

Table 13

MARYLAND COMMUNITY COLLEGES

PROJECTED BOND REQUIREMENTS
FY 1979-FY 1984

Fiscal Year	Projected Bond Requirement
1979	$ 4,528,000
1980	3,810,000
1981	3,810,000
1982	3,813,425
1983	3,808,000
1984	3,136,000
TOTAL	$ 22,905,425
Less Bond funds on hand	11,774,887
NET BOND REQUIREMENT	$ 11,130,538

Table 12

MARYLAND COMMUNITY COLLEGES

PREVIOUS AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES[a]

College	State Bond Authorizations FY 1961-FY 1978		Projected Requirements
	Allocated	Expended	FY 1979-FY 1984
Allegany	$ 2,855,666	$ 2,855,666	$ -
Anne Arundel	7,216,949	6,972,006	3,387,555
Baltimore City:			
Liberty Heights	3,082,256	2,799,788	-
Harbor	7,245,171	6,750,368	-
Baltimore County:			
Catonsville	8,960,911	8,583,108	100,000
Dundalk	2,806,580	2,728,357	3,269,838
Essex	9,981,460	8,930,307	3,124,000
Cecil	1,535,976	856,456	1,147,257
Charles	4,133,872	4,047,648	1,847,600
Chesapeake	4,774,709	4,502,149	-
Frederick	2,347,916	2,108,916	717,508
Garrett	915,701	815,899	-
Hagerstown	2,357,763	2,253,668	69,153
Harford	4,380,861	4,235,991	301,860
Howard	4,287,005	3,956,590	174,654
Montgomery:			
Rockville	8,642,508	8,641,008	-
Takoma Park	5,250,000	4,621,878	-
Germantown	5,095,906	2,289,542	425,000
Prince George's:			
Largo	8,993,483	8,371,235	5,205,000
Clinton	685,000	685,000	3,136,000
Wor-Wic Tech	-	-	-
TOTAL	$ 95,549,693	$ 87,005,580	$ 22,905,425

[a] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

CONSTRUCTION PRIORITIES

The construction priority list (Table 14) was approved by the State Board for Community Colleges July 28, 1977. The fiscal year 1979 construction priority list will be approved in July 1978 by the State Board for Community Colleges.

TABLE 14

MARYLAND COMMUNITY COLLEGES

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES FY 1978

Priority	College	Prcject	Estimated State Share
1	Catonsville	Humanities-Classroom Building - Furniture & Equipment	$ 70,181
2	Catonsville	Administration-Faculty Office Addition - Furniture & Equipment	13,923*
3	Montgomery	Germantown, Physical Education Building - Construction	595,943*
4	Prince George's	Library Addition - Design & Construction	95,000*
5	Anne Arundel	Theater - Construction	420,513
6	Essex	Career Center - Construction	1,430,000
7	Dundalk	Humanities-College Services - Construction, Furniture & Equipment	1,538,906*
8	Howard	Library Alterations - Construction	173,068
9	Anne Arundel	Physical Education Addition - Design, Construction, Furniture & Equipment	375,840
10	Cecil	Physical Education Building - Construction, Furniture & Equipment	732,073*
11	Charles	Assembly-Classroom-Laboratory Building - Design	58,954
12	Charles	Assembly-Classroom-Laboratory Building - Construction	691,469
13	Anne Arundel	Library Alterations - Design, Construction, Furniture & Equipment	338,000

Priority	College	Project	Estimated State Share
14	Frederick	Assembly Building - Design & Construction	$ 377,043
15	Catonsville	Energy Plant Addition - Design & Construction	150,000*
16	Prince George's	Physical Education Addition - Design	36,050
17	Harford	Library Alterations - Design, Construction, Furniture & Equipment	98,835*
18	Anne Arundel	Classroom Building - Design, Construction, Furniture & Equipment	652,500
19	Catonsville	Site Development - Design & Construction	200,000
20	Essex	Administration Annex - Design	24,000
21	Hagerstown	Vehicle Maintenance Facility - Design & Construction	24,235*
22	Anne Arundel	Student Center Addition - Design, Construction, Furniture & Equipment	705,500
23	Hagerstown	Access Road & Parking Space, Athletic Area - Design & Construction	11,218*
24	Catonsville	Alteration to Tudor House - Design & Construction	53,000
25	Anne Arundel	Physical Plant Addition - Design & Construction	182,620
26	Dundalk	Site Development & Athletic Fields, Phase II - Construction	200,000
27	Anne Arundel	Modifications to Accommodate Handicapped	120,000
TOTAL ESTIMATED STATE SHARE FY 1977			$ 9,368,871
TOTAL FUNDS ALLOCATED BY BOARD OF PUBLIC WORKS FOR * PROJECTS			2,811,732
REMAINING REQUIRED FUNDS			$ 6,557,139

NOTE: The amount actually allocated is not always the same as the estimated amount.

V. OBJECTIVES, IMPLEMENTATION STRATEGIES, AND PROGRESS

The goals described in Chapter III are presented in this chapter with specific objectives. Implementation strategies for the individual objectives are also given; and, where appropriate, a progress report has been added. Where possible, time frames, which assist in the monitoring and evaluation of progress, are established for objectives. Evaluation mechanisms, where applicable, are described in detail in Chapter IX.

The objectives and implementation strategies will be completely revised in the FY 1980-FY 1985 Plan in the context of the strengths and problems in Chapter IV.

GOAL 1 - TO PROVIDE A BASIC EDUCATION IN THE LIBERAL ARTS

Goal 1 was added in the current planning process; objectives and implementation strategies will be developed in consultation with the colleges as part of the planning process for the FY 1980-FY 1985 Plan.

GOAL 2 - TO PROVIDE QUALITY COMPREHENSIVE CAREER PROGRAMS, COURSES, AND STUDENT SERVICES.

Objective 2.1

Community colleges will continue to increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Progress Toward Objective 2.1

- From 1971 to 1977, occupational program enrollment increased from 11,865 students (25 percent of the total enrollment) to 33,290 students (39 percent of the total community college enrollment).
- In Fall 1977, there were 122 disciplines taught in community colleges; of these, 115 were in the career area and seven were in the transfer area. Community colleges offer 546 programs, 91 transfer and 455 career/occupational.
- Certificates awarded in community colleges have increased from 93 in 1973 to 728 in 1977. There were also 3,325 AA degrees awarded in occupational program areas during FY 1977.
- A variety of specific local community college plans have been implemented to increase occupational program quality. Examples include: enrollment of apprentices in special sections of Electronic Technical programs, use of facilities of private schools for technical courses, Saturday classes for the convenience of students who

are employed, and awarding of credit for appropriate military training in certain occupational programs.

Objective 2.2[1]

To improve articulation of occupational programs at the secondary and postsecondary levels.

Implementation Strategy

Community colleges should take positive action to develop coordinated occupational programs with those offered in secondary schools.

Progress Toward Objective 2.2

- During 1977, four community college occupational programs were articulated between community colleges and other educational institutions. Two of these were between the secondary and postsecondary levels while a third was between a community college and a private college, a member of the Maryland Independent Colleges and Universities Association. The fourth was between a community college and a State university. Several articulated programs are being developed between the Chesapeake and Potomac Association of Private Schools. However, as of the end of the fiscal year, this development was not complete.

- No Statewide articulated program was developed between secondary and postsecondary schools. However, this does remain an objective. The 1977 revised edition of the State Board for Community Colleges *Program Proposal Manual* also requires that the college provide evidence that new occupational programs have been actively coordinated with those offered at the secondary level.

Objective 2.3[1]

To develop a management information system for occupational programs.

Objective 2.4[1]

To implement a system for the evaluation of occupational programs in community colleges.

Progress Toward Objectives 2.3 and 2.4

- The State Board for Community Colleges has developed a management information system for occupational programs and, in conjunction, has implemented a system for evaluation of these programs. The evaluation mechanism is called the Program Data Monitoring System. Currently data on the following items are on tape and are displayed on the Program Data Monitor printout.

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[1] Pursuit of Objectives 2.2-2.6 is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

a) programs
b) enrollment
c) graduations and completions
d) follow-up study information
e) discipline cost analysis

Further development of this system includes State and regional manpower data. Enrollment and full-time equivalent student information for noncredit courses are also available on the computer.

Objective 2.5[1]

To improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

Progress Toward Objective 2.5

- In partial fulfillment of Objective 2.5, three workshops, sponsored by the State Board for Community Colleges, were held at the community colleges. Two programs in staff development will be conducted and one workshop in career education advising will be given.

Objective 2.6[1]

To develop a cost benefit analysis model.

Progress Toward Objective 2.6

- In 1977, proposals to develop the community college cost benefit analysis model were requested from outside contracting agents. When these proposals were reviewed it was determined that the funds available to support the project were insufficient to award a contract. Thus, the project was delayed one year. In August 1977, a full-time intern at the State Board for Community Colleges was assigned this project. The project is currently underway and will be completed in July 1978.

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[1] Pursuit of Objectives 2.2-2.6 is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

GOAL 3 - TO PROVIDE QUALITY COMPREHENSIVE TRANSFER PROGRAMS AND STUDENT SERVICES

Objective 3.1

Community colleges will continue to provide access to baccalaureate institutions by offering quality transfer programs.

Implementation Strategies

1. The community colleges should provide developmental studies for students who require them as one method of increasing access to transfer programs.
2. Community colleges should continue to develop articulated programs with baccalaureate institutions.

Progress Toward Objective 3.1

- All seventeen community colleges offer a variety of developmental programs and services that are annually updated to provide quality assistance to students. These services include learning resource centers, courses in oral and written communications, special study skills workshops, and math refresher courses.
- The State Board for Higher Education is revising transfer policies which require program articulation involving all public institutions of higher education.
- During FY 1978, several articulation projects were coordinated by the State Board for Community Colleges to further improve the community colleges' ability to provide access to baccalaureate institutions for community college students.

Objective 3.2

Community college graduates of articulated transfer programs shall be guaranteed admission with full junior standing to a public baccalaureate institution.

Progress Toward Objective 3.2

- The State Board for Higher Education has approved this policy:

> The State of Maryland should support four-year institutions so that all students in an articulated transfer program who are awarded an associate in arts degree from a public community college shall be admitted with full junior standing to a public four-year institution, unless either the number of students desiring admission exceeds the number that can be accommodated in a particular professional or

specialized program or certain circumstances exist which require a limitation being placed on the size of junior programs. In such instances, admission will be based on criteria developed by the receiving institution to select the best qualified students.

GOAL 4 - TO PROVIDE QUALITY CONTINUING EDUCATION COURSES AND COMMUNITY SERVICE ACTIVITIES

Objective 4.1

Community colleges will continue to provide continuing education, community and public services within the college service area.

Progress Toward Objective 4.1

- Community colleges offer a variety of continuing education courses, including courses for paraprofessionals working with handicapped children, special services for the retarded, surveys of community educational needs, courses for the elderly, and health-related programs.

- The first Maryland community college *Continuing Education Manual* was published in July 1977. The manual describes policies and procedures for continuing education course approval.

GOAL 5 - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGES FOR ELIGIBLE MARYLAND CITIZENS

Objective 5.1

By 1980, community college enrollment will reflect the same racial composition that exists within the community college service area.

Implementation Strategies

1. Community colleges should develop, implement, and publish affirmative action programs to assure equal educational and employment opportunities and submit them to appropriate State and federal agencies.

2. Community colleges should continue to emphasize developmental programs and services so that the open admissions policy will not become a revolving door for minority students.

3. Where appropriate, community colleges should develop programs designed to meet the special interests of minority students.

4. Community colleges should continue to inform the community of instructional programs and financial assistance available to students.

5. Community colleges should, where possible, provide means of transportation to service areas where large numbers of minority students reside.

6. Community colleges should make every effort to increase the percentage of minority faculty, administrators, and counselors at the colleges.

Progress Toward Objective 5.1

- All seventeen community colleges have adopted formal programs of affirmative action insuring equal educational and employment opportunities.

- Thirteen community colleges have at least the same minority composition that exists within the college's service area.

- Community colleges systemwide moved from 9.9 percent total black enrollment in 1970 to 19.0 percent in Fall 1977 (an increase of 9.1 percentage points over the six-year period).

- Full-time black enrollment in Fall 1977 (21.7 percent of full-time enrollment) exceeded the 1980 Statewide goal of 17.4 percent set in the Maryland Desegregation Plan.

- From 1970 to 1977, twelve colleges exceeded the 1980 full-time black enrollment projections, two colleges are within 7 percentage points of this projection, and two have substantial progress to make. Wor-Wic Tech Community College was not in existence when the Desegregation Plan was written and therefore has no projection.

Objective 5.2

Maryland community colleges will continue to attract an increasingly diverse student population.

Implementation Strategy

Community colleges should continue to expand services to meet the needs of part-time students, veterans, women, physically handicapped, and senior citizens.

Progress Toward Objective 5.2

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 66 percent in 1977.

- In 1970, women accounted for 38 percent of the total enrollment while in 1977 women constituted 56 percent, thereby exceeding the State's proportion of 51 percent women.

- Senior citizens are continuing to take advantage of the 1974 legislation which allows them free tuition at the community colleges. In Fall 1977, there were 792 senior citizens enrolled in credit courses at the colleges.

- Developmental programs to improve English and mathematics skills for those nontraditional students who need them are offered at each community college. The diverse student population at the community college necessitates many different types of programs and services. Some examples of community college services include off-campus programs, re-entry programs for women, seminars for senior citizens, day care centers for children of students and faculty, special programs tailored to the needs of the handicapped members of the community, and cultural and service programs for the community at large.

Objective 5.3

The State Board for Community Colleges will continue to encourage counties without community colleges to investigate methods of providing community college services.

Implementation Strategies

1. The State Board for Community Colleges recommends the use of existing facilities to provide community college services.

2. The State Board for Community Colleges recommends the establishment of satellite centers in cooperation with nearby community colleges.

3. The State Board for Community Colleges recommends the establishment of new community colleges where justified.

Progress Toward Objective 5.3

- With the opening of Wor-Wic Tech Community College and the Carroll County branch of Catonsville Community College, 98 percent of the State's residents are served by a community college. Discussions are currently being held to determine the best way to serve the educational needs of St. Mary's County.

Objective 5.4

Community colleges in suburban areas should move expeditiously to implement their facilities requirements.

Implementation Strategy

To provide facilities and campuses allowed within the Guidelines.

Progress Toward Objective 5.4

- The Statewide net assignable space was 2,875,682 in September 1977. This represents an increase of 106,428 net assignable square feet over September 1976, a growth of 4 percent.
- As of January 30, 1978, the seventeen community colleges have 21 projects under design or construction, representing an additional 414,754 net assignable square feet of space.
- Facilities planning by the State Board for Community Colleges is currently based on the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland.* This policy was approved by the State Board of Public Works in FY 1975.
- In September 1977, the *Maryland Community Colleges Facilities Manual* was completely revised and distributed to the colleges.

Time Frame

A detailed description of community college projects for FY 1979 through FY 1984 is included in Chapter VII.

Objective 5.5

To insure that adequate State financial resources are available for community college operating expenses.

Implementation Strategy

The General Assembly should enact legislation which permits students to cross political subdivision boundaries without payment of additional tuition for regional and Statewide programs as designed by the State Board for Community Colleges.

Progress Toward Objective 5.5

- In FY 1977, the General Assembly enacted legislation increasing the level of State support from a maximum of $700 to a maximum of $800 per full-time equivalent student.

Objective 5.6

To increase the amount of State scholarship and loan funds available to community college students.

Implementation Strategy

The General Assembly should enact legislation to provide for a more equitable distribution of State scholarship and loan funds to all students demonstrating financial need.

Progress Toward Objective 5.6

- The State Board for Community Colleges supported legislation to insure equitable distribution of scholarship funds.

GOAL 6 - TO PROVIDE EFFICIENT COMMUNITY COLLEGE OPERATIONS WITHOUT IMPAIRING THE QUALITY OF SERVICES

Objective 6.1

To seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Implementation Strategies

1. Community colleges will assess existing and proposed instructional programs on the basis of established criteria and report their findings to the State Board for Community Colleges.
2. Community colleges will take action to delete existing programs which fail to meet stated objectives.
3. The State Board for Community Colleges will continually review existing programs to assure that unnecessary program duplication does not exist.
4. The effectiveness of each faculty member should be evaluated at regularly stated intervals and the basis of such evaluation should be made known to the faculty member.
5. Community colleges should allocate within their operating budgets funds for conducting instructional research and course development.

Progress Toward Objective 6.1

- A revised *Program Proposal Manual* (1977) and *A System for the Evaluation of Career Programs in Maryland Community Colleges* (1974) were jointly developed by the community colleges, the State Board for Community Colleges, the Department of Vocational-Technical Education and, in the case of the *Program Proposal Manual*, the State Board for Higher Education. These manuals provide guidelines and procedures for review and evaluation of community college instructional programs.

- All community colleges participate in the biannual Student Follow-Up Study designed to assist in evaluating their career and transfer programs.

- The State Board for Community Colleges has developed the Program Data Monitoring System and it is currently in operation. The system shows enrollment, program completions, student follow-up data, and discipline costs. Ultimately, manpower information will be added. The purpose of the system is to help colleges and the State Board for Community Colleges evaluate the quality of career programs.

- As a result of program review by the colleges, three programs were discontinued in FY 1978.

Objective 6.2

To determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Implementation Strategies

1. Discipline cost studies should be developed for internal college analysis and as a decision making tool when coupled with information about benefits and values.

2. Without impairing the quality of instruction, each community college should consider the possibility of increasing its student-faculty ratio by utilizing the following techniques:

    a) Increasing class size;

    b) Keeping all classes filled, equalizing section enrollments, canceling classes with small enrollments;

    c) Offering required courses with small enrollments only in alternate semesters or years;

    d) Restructuring curricula to meet new student interests, reducing the number of small classes in areas where student interest has declined;

    e) Reducing the number of course offerings, avoiding course proliferation;

    f) Consolidating basic courses duplicated in several departments;

    g) Phasing out programs which generate an excessive number of small classes;

h) Extensive use of audio visual materials, such as slides, filmstrips, tapes, films, and computer programming;

i) Establishing and using learning centers and laboratories;

j) Granting credit for course work taken over commercial television and tested on campus;

k) Granting credit by examination for subject material learned outside of college;

l) Enforcing contractual full-time teaching load requirements.[1]

3. The State Board for Community Colleges should conduct annual fiscal post audits and analyze current institutional application of Statewide policies and guidelines.

Progress Toward Objective 6.2

- In FY 1977, fifteen community colleges submitted cost analysis information to the State Board for Community Colleges.
- As an ongoing project, the State Board for Community Colleges conducts institutional post-audit analyses on the basis of established policies and guidelines.
- The Statewide cost analysis system is computerized to give the colleges comparative data.

Objective 6.3

To provide for a more efficient and effective community college facilities program.

Progress Toward Objective 6.3

- Research is currently being conducted on the use of solar energy as a technique to conserve energy. One community college has a locally financed solar energy system in two buildings now under construction. The State Board for Community Colleges is investigating the feasibility of obtaining federal grants for additional solar energy systems.

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[1] *Higher Education with Fewer Teachers,* Academy for Educational Development, Inc., October 1972, pp. 3-4.

- An energy conservation system has been installed at one community college. This technique (an energy management system) is used to reduce electricity costs at this all-electric campus by using a computer to regulate the temperature, lights, etc. Use of a similar energy conservation system is being seriously considered at other community colleges.

VI. MAJOR POLICY DIRECTIONS AND ACTIONS

The State Board for Community Colleges included several major policy initiatives in the previous Master Plan. The progress made by the Board in dealing with the issues contained in the Plan and the new issues which could have a significant impact upon Maryland's community college system are included in this chapter.

FINANCE

In 1977, the Governor signed legislation enacted by the General Assembly which increased the State funding formula to community colleges by 14 percent in FY 1978. Generally this resulted in an increase of State support per full-time equivalent student of $100 with larger dollar increases for three smaller community colleges. The change in the funding formula evolved from the findings of a special task force, formed at the urging of the Governor, to study community college funding.

For FY 1979, the State Board did not request additional State support. However, the Board believes that additional State support for community colleges will be necessary in FY 1980.

Full-time equivalent enrollment in Maryland community colleges is increasing at a slower rate and the rate of increase in full-time equivalent enrollment is projected to approximate only 2 percent. The cost of educating students continues to increase at a relatively high rate because of economic factors which are generally outside the control of institutional management: the consumer price index and the cost of utilities.

Maryland community colleges were able to provide quality educational services to the citizens of Maryland from FY 1972 through FY 1977 on a stable $700 State aid dollar formula, while costs were increasing because of significant enrollment growth. Although formula aid was increased by $100 for FY 1978, this increase will not be sufficient to sustain quality educational programs for an extended period of time because of the smaller enrollment gains described above and increasing inflationary costs.

The systemwide cost of educating a full-time equivalent student exceeded the statutory base by 29 percent ($1,400 vs. $1,802) in FY 1977. However, the statutory base was increased by only one half that percentage to $1,600. The cost of educating a full-time equivalent student is projected at $2,095 for FY 1979, which will be 31 percent higher than the present $1,600 statutory base. These conditions will require a change in the State's funding formula for FY 1980 if the colleges are to continue to operate effectively and provide quality education.

When costs rise above the statutory base, the State's share in the cost of educating students falls. Even with a 14 percent increase in the aid rate for FY 1978, the State's participation in the cost per full-time equivalent student is projected to be only 41 percent. This percentage is expected to decline to approximately 39 percent in FY 1979 and 36.5 percent in FY 1980. See Figure 2, page 65.

As the State's percentage share of the cost declines, the students and political subdivisions share increases. Both the counties/city and students have traditionally paid in excess of the statutory 28 percent and 22 percent.

During the past three years, tuition rates assessed students at the colleges have increased by about 24 percent, more than either State or county/city sources. These increases have occurred in the face of a legislative mandate that tuition of community college students be kept as low as possible.

It is, therefore, recommended that each community college receive a 12.5 percent increase in State funding for FY 1980. This would result in the following dollar increases per college:

Chesapeake Colleges and Garrett Community College (and Cecil Community College pending enactment of legislation)	Up $185 to $1,670
Wor-Wic Tech Community College	Up $150 to $1,400
All other community colleges	Up $100 to $900

Based upon revised enrollment projections, the above changes would require additional State funds as follows:

	Additional Funds	Total Funds Required
FY 1980	$5,625,000	$54,137,000
FY 1981	125,000	55,323,000
FY 1982	125,000	56,445,000

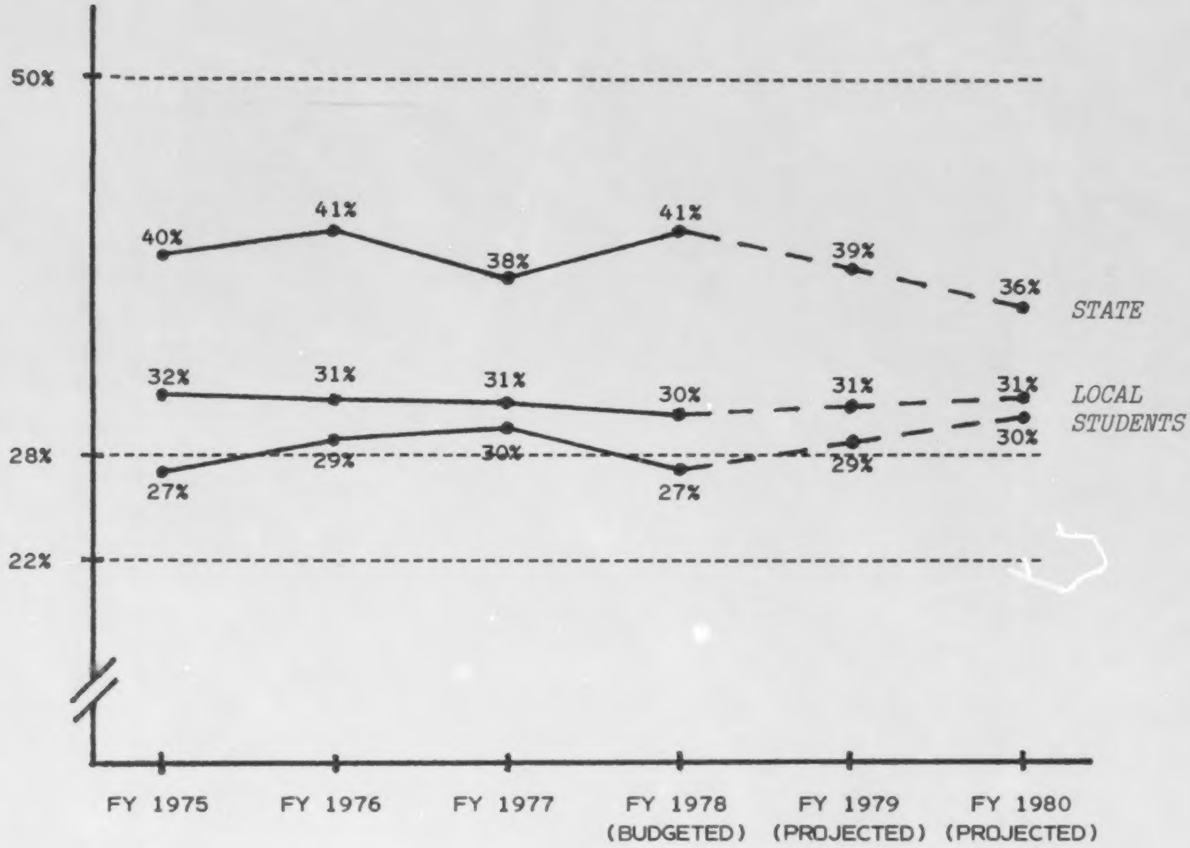
REGIONAL AND STATEWIDE PROGRAMS

In December 1976, the State Board for Community Colleges designated seven instructional programs as regional or Statewide. The rationale and criteria for regional and Statewide programs were adopted by the State Board for Community Colleges in April 1976 after extensive study by the Maryland community college Presidents (Appendix G). The specific regions vary according to the population served and manpower opportunities. Regional programs will result in substantial savings to the State through the nonduplication of high cost, low enrollment programs. The Maryland State Plan for Vocational-Technical Education,

Figure 2

MARYLAND COMMUNITY COLLEGES

PERCENT OF ADJUSTED CURRENT EXPENSES
CONTRIBUTED BY THE THREE MAJOR SOURCES OF REVENUE



NOTE: Percentages do not add to 100 because budgets are not necessarily completed in balance in terms of revenues and expenditures. Also, miscellaneous sources of revenue approximate 2 percent of the cost per FTE each year.

prepared by the Division of Vocational-Technical Education, State Department of Education, provided $13,296 in FY 1978 and plans to provide $20,000 in FY 1979 to implement tuition chargeback. The State Board supports legislation which would provide State funding for out-of-county students enrolled in approved regional and Statewide programs.

NEW PROGRAM PRIORITIES

The primary responsibility for determining community college program initiation and direction rests with each community college. The State Board for Community Colleges, however, believes that it has a leadership responsibility to recommend program development in major areas based upon the needs of the State. Therefore, the State Board for Community Colleges establishes the following program area priorities for the next five years and strongly encourages the community colleges to move to develop specific occupational programs in these areas:

- Agribusiness;
- Energy-Natural Resources Conservation;
- Alled Health (except Dental Hygiene).

ARTICULATION

Secondary schools in Maryland are recognized nationally for their forward movement in the field of occupational education. The State Board for Community Colleges intends to promote articulation between community colleges and secondary schools in occupational program areas by supporting such activities with funds obtained from the Division of Vocational-Technical Education. The State Board for Community Colleges will also encourage the development of cooperative arrangements with proprietary, trade, technical, and business schools either through shared use of facilities already available or on a contract basis.

STATEWIDE PLAN FOR THE HANDICAPPED

In FY 1979, the State Board for Community Colleges will develop a Statewide Plan for Delivery of Occupational Programs and Services for the Handicapped in Maryland Community Colleges. This plan will identify the geographic locations of the majority of handicapped individuals and make recommendations regarding those community colleges which are most capable of providing specific programs and services for the handicapped. The plan will make recommendations regarding facilities (including required renovations), operating costs, faculty qualifications, and the assignment of new programs. The plan will be completed in FY 1979 with implementation beginning in FY 1980.

VII. IMPLEMENTATION FISCAL YEARS 1979-1984: COLLEGE PROFILES

Plans for Statewide implementation have been given in Chapter IV and are summarized as follows:

Student Enrollment	Table 1, Figure 1	Pages 28, 29
Programs	Table 2	Page 33
State Aid	Table 3	Page 34
Facilities	Table 11	Page 43

This chapter provides a brief overview of the present status and future growth of the individual community colleges in enrollment, programs, facilities, and finance. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced annually over the next five-year period. Program priorities have been established for Fall 1979 and Fall 1980.

Enrollment projections have been prepared for each institution. For financial planning purposes, enrollment data are summarized in terms of full-time equivalent students. The full-time enrollment projections assume a 2 percent enrollment growth after FY 1979. Distribution of full-time equivalent students after FY 1979 is only tentative; the approved State Board procedure for distributing full-time equivalent enrollment students will be followed prior to each fiscal year. For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1984. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

The profile of each institution includes a projection of annual operating costs. Expenditures for each college are the product of State Board enrollment projections times the cost per full-time equivalent student as estimated by the colleges.

Enrollment projections, the proposed introduction of new programs, facilities requirements, and estimates of operating and capital costs for each institution will be updated annually. These data will serve as the basis for requesting State operating and capital funds, as well as for the review of program proposals by the State Board for Community Colleges.

It should be noted that the estimated financial impact and estimated enrollments for projected community college programs are based upon preliminary college estimates and could vary substantially when actually implemented. Therefore, care should be exercised when using these estimates.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*
5001-01	Business Training
5005-02	Secretarial Science
5103-01	Electronic Data Processing Program
5105-01	Electronic Data Processing Operator
5202-01	Dental Assisting
5209-01	Nursing, Practical
5306-01	Automotive Technology
5505-01	Law Enforcement Technology

Present Programs - Associate Degree

HEGIS Code	*Title*
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education
4970-01	Business Administration Area
5001-01	Business Technology
5005-01	Secretarial Science
5008-01	Media Technology
5101-01	Electronic Data Processing Technology
5203-01	Dental Hygiene
5205-01	Medical Laboratory Technology
5207-01	Radiologic Technology
5208-01	Nursing, Registered
5216-01	Mental Health Technology
5305-01	Chemical Technology
5306-01	Automotive Technology
5311-01	Electromechanical Technology
5403-01	Forest Technology
5506-01	Recreation Leadership

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5505	Law Enforcement	$ 2,000	$12,000	12-15
5499	Coal Mining Technology	170,500	47,000	12-15
5307	Diesel Maintenance	15,000	20,000	12-15
	Fall 1980			
5399	Sanitary Technology	$ 3,500	$15,000	12-15
5399	Hydrology Technology	3,000	15,000	12-15
5201	Emergency Medical Technology	2,500	15,000	15
5215	Respiratory Therapist	2,500	15,000	12-15
5012	Home Economics	3,500	15,000	12-15
5311	Electromechanical Technology, Maintenance Option	2,500	15,000	15

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	1,035	1,067	1,099	1,131	1,163	1,163

Administration & Library	157,026 (existing)
Humanities	
Science	
Vocational-Technical Center	
College Center	
Physical Education & Pool	
Services	
Continuing Education	7,440[a]

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[a] 100 percent federally funded.

Bonded Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$2,855,666	$2,855,666	- 0 -

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FINANCE

Projected Full-time Equivalent Enrollment Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	1,854	1,887	1,924	1,963	2,002	2,043
Cost/FTE	$1,707	$1,760	$1,820	$1,880	$1,940	$2,000
Expenditures	$ 3,164,778	$ 3,321,120	$ 3,501,680	$ 3,690,440	$ 3,883,880	$ 4,086,000

NOTE: Enrollment and expenditures are for Maryland students only.

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-02	Secretarial Science	5303-01	Drafting
5012-01	Music	5310-01	Electronics
5101-01	Electronic Data Processing	5315-01	Mechanical Engineering Technology
5303-01	Drafting		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5005-01	Executive Secretarial Science
4920-01	Biological & Physical Science Area	5008-01	Multi-Media Technology
		5101-01	Electronic Data Processing
4930-01	Humanities & Social Science Area	5208-01	Nursing, Registered
		5216-01	Human Services
4940-01	Engineering Area	5304-01	Architectural Technology
4950-01	General Studies Area	5309-01	Civil Engineering Technology
4960-01	Teacher Education Area	5310-01	Electrical Engineering Technology
4970-01	Business Administration Area	5315-01	Mechanical Engineering Technology
5002-01	Financial Accounting	5406-01	Ocean Engineering Technology
5004-08	Retail Management	5505-01	Law Enforcement

Projected Programs - In Priority Order

HEGIS Code	Title	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5004	Business Management	- 0 -	$30,000	50
5209	Nursing, Practical	- 0 -	30,000	10
5505	Law Enforcement, Corrections Option	$25,000	30,000	20
5503	Special Education	- 0 -	20,000	20
	Fall 1980			
5005	Word Processing Technology	$100,000	$30,000	25
5207	Radiologic Technology	50,000	25,000	20
5315	Applied Energy Technology	150,000	50,000	30
5012	Commercial Art	50,000	25,000	20
5309	Civil Technology, Construction Option	75,000	30,000	30
5299	Emergency Medical Services	50,000	20,000	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5311	Electromechanical Technology	5213	Medical Records
5310	Electrical Engineering Communications Option	5206	Veterinary Technology
		5599	Legal Assistant
5004	Business Management, Real Estate Option	5501	Urban Studies
		5217	Electrodiagnostic Technologies
5012	Commercial Art, Graphic Arts Option		
5215	Respiratory Therapy Technology		
		Fall 1983	
5007	Photography	5008	Journalism
5218	Health Care Administration		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	2,897	3,019	3,142	3,263	3,386	3,403
Administration Humanities Science Career Center Library Student Center Physical Education & Pool	217,523 (existing)						
Theater Arts		9,095					
Physical Education Addition			9,003				
Student Center Addition				14,585			
Classroom					16,000		
Library Alterations; Physical Plant Addition; Science Alterations; Classroom							

ANNE ARUNDEL

ANNE ARUNDEL

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$7,216,949	$6,972,006	$3,387,555

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	4,279	4,360	4,447	4,536	4,627	4,719
Cost/FTE	$2,059	$2,183	$2,314	$2,453	$3,282	$3,300
Expenditures	$ 8,810,461	$ 9,517,880	$10,290,358	$11,126,808	$15,185,814	$15,572,700

NOTE: Enrollment and expenditures are for Maryland students only.

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*
5003-01	Banking & Finance
5004-07	International Trade/ Harbor Management
5005-01	Office Skills
5012-02	Fashion Design
5012-03	Interior Design
5012-04	Piano Technology
5202-01	Dental Assisting
5208-02	Nursing, Occupational Health
5210-01	Occupational Therapy Assistant
5211-01	Operating Room Technician
5299-01	Emergency Medical Service
5306-01	Automotive Technology
5309-01	Highway Design, Safety Engineer
5310-01	Electronics Technology
5317-02	Heating, Air Conditioning, & Refrigeration
5406-02	Oceanography
5408-01	Environmental Health Technology
5501-03	Government Service Aide
5503-02	Communication Aide
5505-01	Public Safety
5506-01	Recreation Aide
5599-01	Legal Assistant
5599-02	Gerontology

Present Programs - Associate Degree

HEGIS Code	*Title*
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4870-01	Business Administration Area
5002-01	Accounting
5003-01	Banking & Finance
5004-01	Business
5004-07	International Trade/ Harbor Management
5005-01	Secretarial & Office Sciences
5008-01	Radio & Television
5010-01	Hotel-Motel Administration
5010-02	Restaurant Administration
5012-02	Fashion Design
5012-03	Interior Design
5012-04	Piano Technology
5012-05	Commercial Art
5103-01	Data Processing & Computer Science
5203-01	Dental Hygiene
5204-01	Dental Laboratory Technology
5205-01	Medical Laboratory Technology
5208-01	Nursing, Registered
5210-01	Occupational Therapy Assistant
5213-01	Medical Records Technology
5215-01	Respiratory Therapy Technology
5216-01	Mental Health Technology
5219-01	Physical Therapist Assistant
5299-01	Emergency Medical Service
5303-01	Drafting Technology
5306-01	Automotive Technology
5309-01	Highway Design, Safety Engineer
5310-01	Electronics Technology
5315-01	Mechanical Technology
5317-01	Construction Technology
5317-02	Heating, Air Conditioning & Refrigeration
5399-01	Plant Engineering Technology
5404-01	Dietetic Technology
5406-02	Oceanography
5408-01	Environmental Health Technology
5501-01	Urban Development Assistant
5501-03	Government Service Assistant
5503-01	Early Childhood Education
5503-02	Special Education in Speech & Hearing
5505-01	Public Safety

Present Programs - Associate Degree *contd.*

5506-01	Recreation Leadership	5599-01	Legal Assistant
5506-03	Human Services Assistant	5599-02	Gerontology
5507-01	Fire Protection Technology		

Liberty Campus

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5404	Dietetic Assistant	$ 1,000	$ 7,000	20
5002	Accounting Clerk	- 0 -	3,600	20
5218	Nursing & Sheltered Home Administration	- 0 -	5,400	15
5215	Respiratory Technology	10,000	22,800	16
	Fall 1980			
5209	Nursing, Practical	- 0 -	$50,000	16
5214	Hospital Management	- 0 -	8,000	10
5505	Criminalistics	$ 5,000	3,600	10

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5299	Pharmacy Technology	5099	Music Instrument Repair
5215	Cardio-Pulmonary Technology	5207	Radiologic Technology
5299	Medical, Illustration		
5299	Dental Auxiliary, General		
5201	Allied Health Technician		
5212	Optical Technology		
	Fall 1983		
5099	CATV Technology	5299	Physician's Assistant

Harbor Campus

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5299	Industrial Hygiene & Safety Technology	- 0 -	$26,000	25
5011	Traffic & Transportation Management	- 0 -	37,000	25
5599	Volunteer Organization & Management	- 0 -	25,000	25
	Fall 1980			
5399	Marine Propulsion Technology	$40,000	$27,000	25
5599	Trade Union Administration	- 0 -	37,000	25
5008	Communication Arts	- 0 -	26,000	25

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5307	Diesel Technology	5317	Energy Research Development Technology
5406	Ship & Boat Operation Technology	5008	Media Technician
5010	Housing Management	5099	Tourism Technology
	Fall 1983		
5301	Fluidics Technology	5309	Model Design Technology

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PHYSICAL FACILITIES

Liberty Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	3,188	3,051	2,850	2,687	2,605	2,613

Administration-Classrooms- Student Center Science & Allied Health Library Physical Education	209,314 (existing)

Parking Lot

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$3,082,256	$2,799,788	- 0 -

Harbor Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	1,162	1,513	1,828	2,155	2,400	2,408

Administration-Humanities- Library-Science-Assembly- Student Service Center Careers Center	112,931 (existing)

Harbor Campus contd.

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$7,245,171	$6,750,368	- 0 -

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	6,428	6,555	6,686	6,820	6,956	7,095
Cost/FTE	$1,850	$2,000	$2,200	$2,450	$2,700	$2,760
Expenditures	$11,891,800	$13,110,000	$14,709,200	$16,709,000	$18,781,200	$19,582,200

NOTE: Enrollment and expenditures are for Maryland students only.

BALTIMORE COUNTY COMMUNITY COLLEGES

PROGRAMS

Catonsville Community College

Present Programs - Certificate

HEGIS Code	*Title*
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5005-01	Secretarial-Typist-Clerk Typist
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5299-03	Mortuary Science *(Regional)*
5299-06	Occupational Safety & Health Technology
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5306-01	Automotive Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Building Standards Technology
5505-01	Police Administration
5505-02	Correctional Services
5506-01	Grounds & Park Management

Present Programs - Associate Degree

HEGIS Code	*Title*
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5008-02	T.V. Operations & Maintenance Technology
5000-01	Printing Management Technology
5011-01	Air Transportation Management *(Regional)*
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5208-01	Nursing, Registered
5216-01	Mental Health Associate
5299-03	Mortuary Science *(Regional)*
5299-06	Occupational Safety & Health Technology
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Building Standards Technology
5505-01	Police Administration
5505-02	Correctional Services
5506-01	Recreation & Parks Leadership
5507-01	Fire Protection Technology

Catonsville contd.

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5309	Civil Engineering Technology	- 0 -	$ 3,600	25
5099	Management Science	- 0 -	3,600	25
5508	Government Administrative Associate	- 0 -	3,600	25
	Fall 1980			
5317	Construction Apprentice	- 0 -	$ 3,600	30
5315	Manufacturing Apprentice	- 0 -	3,600	30
5302	Avionics Technology	- 0 -	10,000	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5306	Small Engine Repair	5312	Industrial & Manufacturing Engineering Technology
5311	Power Transfer Technician	5303	Machine Design
		Fall 1983	
5310	T.V., Radio & Sound Equipment Repair	5307	Diesel Engine Mechanics
		5299	Emergency Medical Services

Dundalk Community College

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5004-06	Real Estate	5402-02	Retail Floristry *(Regional)*
5005-02	Secretarial Science	5503-03	Child Development & Early Child Care
5311-02	Power Engineering Technology *(Regional)*	5599-03	Paraprofessional Counseling
5312-03	Industrial Technology	5599-04	Trade Union Administration

Dundalk contd.

Present Programs - Associate Degree

4910-01	Arts & Sciences Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business & Industrial Management
5002-01	Accounting
5004-06	Real Estate
5005-01	Secretarial Science
5007-01	Photography
5008-01	Media Technology
5101-01	Data Processing
5311-02	Power Engineering Technology *(Regional)*
5312-03	Industrial Technology
5503-02	Special Education Instruction Aide
5503-03	Child Development & Early Child Care
5505-01	Criminal Justice
5599-01	Legal Assistant
5599-03	Paraprofessional Counseling
5599-04	Trade Union Administration

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5004	Retail Sales	- 0 -	$44,000	50
5004	Employee Benefits & Insurance	- 0 -	44,000	50
	Fall 1980			
5308	Welding	$70,000	$66,000	60
5307	Diesel Mechanics	90,000	66,000	60
5317	Air Conditioning & Refrigeration	10,000	66,000	60
5317	Oil Burner Technology	8,000	44,000	40

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5317	Solar Energy Technology	5101	Data Processing Technology
5306	Small Engine Repair		
	Fall 1983		
5303	Drafting		

Essex Community College

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5001-01	Small Business Management	5202-01	Dental Assisting
5002-01	Accounting	5216-02	Drug Abuse Counselor
5003-01	Banking	5218-01	Health Services Management
5004-02	Statistical Clerk	5299-05	Podiatric Assistant
5005-01	Secretarial Science	5303-01	Drafting Technology
5010-02	Restaurant Club-Management	5503-01	Early Childhood Development, Preschool
5099-02	Travel Agent Assistant		
5103-01	Data Processing	5505-01	Criminal Justice

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5105-01	Computer Technology
4920-01	Biological & Physical Science Area	5202-01	Dental Assisting
		5205-01	Medical Laboratory Technology
4930-01	Humanities & Social Science Area	5206-01	Animal Science, Veterinary Assistant
4940-01	Engineering Area	5207-01	Radiologic Technology
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5216-01	Mental Health Associate
4970-01	Business Administration Area	5218-01	Health Services Management
5001-01	Business Management	5299-02	Nuclear Medicine Technology
5002-01	Accounting	5299-04	Health Planning Assistant
5003-01	Banking	5299-05	Podiatric Assistant
5004-01	Industrial Management	5299-08	Physician's Assistant
5004-02	Statistical Associate	5301-01	Engineering Technology
5004-08	Marketing Management	5399-06	Packaging Technology
5004-09	Personnel Management	5501-01	Urban Development Assistant
5005-01	Secretarial Science	5503-01	Early Childhood Development
5010-02	Restaurant-Club Management	5505-01	Criminal Justice
5099-01	Court & Conference Reporting	5508-01	Public Administration Assistant
5103-01	Data Processing		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5215	Respiratory Therapist-Technician	- 0 -	$ 5,000	35
5212	Optical Technology	- 0 -	15,000	30
5012	Musical Instrument Repair, Wind Instruments	- 0 -	30,000	15
5303	Drafting Technology	- 0 -	10,000	30

Essex contd.

Fall 1980

5213	Medical Records Technology	- 0 -	$25,000	25
5299	Pharmacy Technology	- 0 -	25,000	25
5317	Solar Engineering Assistant	- 0 -	50,000	25
5505	Criminalistics Technician	- 0 -	50,000	50
5408	Food Science Technology	- 0 -	25,000	20
5003	Insurance	- 0 -	15,000	30

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5004	Fashion Merchandising	5007	Medical Photography
5404	Dietary Administration	5310	Electronics Technology
5299	Emergency Assistant Technology		
	Fall 1983		
5408	Environmental Technician		

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PHYSICAL FACILITIES

Catonsville Community College

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	3,790	3,965	4,140	4,316	4,492	4,524
Administration-Faculty Humanities-Classroom Technical Arts; Classrooms Electronics Laboratory Science; Computer Center Student Service; Library Student Union; Tudor House Physical Education & Pool Central Service	307,022 (existing)						

Catonsville contd.

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$8,960,911	$8,583,108	$100,000

Dundalk Community College

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	732	765	799	832	866	871

Administration-Humanities} Classrooms } Learning Resources Center}	48,011 (existing)
Physical Education	35,070
Humanities-Classroom	29,884
Careers	
Athletic Fields	

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$2,806,580	$2,728,357	$3,269,838

Essex Community College

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	3,932	4,106	4,279	4,453	4,626	4,655
Administration-Instructional	285,449 (existing)						
Humanities & Arts							
Science-Allied Health							
Social Science-Counseling Center							
Library							
Student Service Center							
Physical Education & Pool							
Maintenance & Operations		8,543					
Planetarium & Laboratory			1,656				
Career Educational Center			33,230				
Administration Annex				12,433			
Library Addition						22,636	
Site Development-Parking							

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$9,981,460	$8,930,307	$3,124,000

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	14,357	14,642	14,935	15,234	15,538	15,849
Cost/FTE	$2,098	$2,156	$2,213	$2,328	$2,443	$2,558
Expenditures	$30,120,986	$31,568,152	$33,051,155	$35,464,752	$37,959,334	$40,541,742

NOTE: Enrollment and expenditures are for Maryland students only.

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5005-02	Clerk Typist	5317-01	Construction Trades Technology
5007-01	Professional Photography *(Regional)*	5505-01	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5007-01	Professional Photography *(Regional)*
4950-01	General Studies Area		
4960-01	Teacher Education Area	5205-01	Medical Laboratory Technology
4970-01	Business Administration Area	5317-01	Construction Trades Technology
5001-01	Business Management	5505-01	Law Enforcement & Corrections Technology
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5003	Finance & Credit, Banking Option	- 0 -	$ 3,000	5
5005	Executive Secretarial, Administrative Secretary Option	- 0 -	7,500	10
5101	Data Processing Technology	$10,000	15,000	20
5306	Body & Fender Technology	- 0 -	12,000	5
5310	Electronics	2,500	10,000	5
	Fall 1980			
5012	Graphic Communication	- 0 -	$17,500	5
5311	Appliance Repair	- 0 -	15,000	10
5001	Small Business Management	- 0 -	2,000	10
5099	Court Reporting	- 0 -	7,500	10
5001	Business Management	- 0 -	5,000	10

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5103	Computer Programming	5303	Construction Trades, Industrial Drafting Option
5010	Food Service Management		
5402	Business Agriculture	5213	Medical Records Technology
5003	Insurance	5012	Advertising
5011	Transportation Management		
5001	Business Management, Retail Management Option		
		Fall 1983	
5402	Horticulture	5307	Diesel Engine Mechanics

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	428	447	465	483	503	505
Administration-Classroom)	25,545 (existing)						
Physical Education			18,385				
Classroom, Laboratory, Offices, General Purpose						20,000	

Bond Authorizations FY 1961 - FY 1978 Allocated	Bond Authorizations FY 1961 - FY 1978 Expended	Projected Bond Requirements FY 1979 - FY 1984
$1,535,976	$856,456	$1,147,257

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FINANCE

Projected Full-time Equivalent Enrollment Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	963	887	905	923	941	960
Cost/FTE	$1,702	$1,675	$1,700	$1,725	$1,750	$1,775
Expenditures	$ 1,639,026	$ 1,485,725	$ 1,538,500	$ 1,592,175	$ 1,646,750	$ 1,704,000

NOTE: Enrollment and expenditures are for Maryland students only.

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5004-06	Real Estate	5399-04	Solid Waste Technology
5005-01	Secretarial Science	5399-05	Pollution Abatement Technology
5104-01	Computer Operator	5402-01	Horticulture
5209-01	Nursing, Practical	5504-01	Library Technology Assistant
5303-01	Drafting	5506-01	Recreation Leadership
5309-02	Surveying	5507-01	Fire Science Technology

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4940-01	Engineering Area	5301-01	Engineering Technology
4950-01	General Studies Area	5310-01	Electronics Technology
5004-01	Management Development	5399-05	Pollution Abatement Technology
5004-06	Real Estate	5406-02	Estuarine Resource Technology
5005-01	Secretarial Science	5505-01	Law Enforcement
5103-01	Computer Programming	5507-01	Fire Science Technology
5208-01	Nursing, Registered		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5002	Accounting	- 0 -	$10,000	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*
	Fall 1983
5214	Paramedic

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	1,190	1,246	1,300	1,355	1,410	1,420
Administration-Humanities-Science Learning Resources Center Technology Student Service Center Physical Education & Pool	107,041 (existing)						
Assembly & Laboratory			24,816				
Storm Drainage							

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$4,133,872	$4,047,648	$1,847,600

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	2,159	2,201	2,245	2,290	2,336	2,382
Cost/FTE	$1,792	$1,803	$1,814	$1,825	$1,835	$1,847
Expenditures	$ 3,868,928	$ 3,968,403	$ 4,072,430	$ 4,179,250	$ 4,286,560	$ 4,399,554

NOTE: Enrollment and expenditures are for Maryland students only.

CHESAPEAKE COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5001-01	Business Management	5402-01	Agricultural Business
5005-02	Secretarial Science	5406-03	Bay Resources Marine Technology
5012-03	Home Furnishing Aide	5406-04	Marine Maintenance Technology
5310-01	Electronics Technology	5503-01	Early Childhood Development
5317-01	Drafting	5505-01	Law Enforcement
5317-02	Air Conditioning/Heating, Refrigeration Technology		

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5310-01	Electronics Technology
4950-01	General Studies Area	5317-01	Architectural-Building Construction Technology
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5406-02	Fisheries Science
5001-01	Business Management Technology	5406-04	Marine Management
5004-06	Real Estate	5505-01	Law Enforcement
5005-01	Secretarial Science	5506-01	Recreation Technician
5205-01	Medical Laboratory Technology		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5307	Diesel Mechanic	- 0 -	$15,000	15
5009	Printing	- 0 -	12,000	12
	Fall 1980			
5308	Welding	- 0 -	$15,000	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5306	Automotive Mechanics	5202	Dental Assistant Technology

Fall 1983

5317 Sheet Metal

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	451	469	487	505	523	525

Administration & Library Sciences Humanities Technical Center Physical Education & Pool Student Service Center	94,255 (existing)

Bond Authorizations FY 1961 - FY 1978 Allocated	Bond Authorizations FY 1961 - FY 1978 Expended	Projected Bond Requirements FY 1979 - FY 1984
$4,774,709*	$4,502,149	- 0 -

* Does not include two loans to the counties.

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FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	769	786	802	819	834	852
Cost/FTE	$2,750	$2,700	$2,700	$2,650	$2,650	$2,680
Expenditures	$ 2,114,750	$ 2,122,200	$ 2,165,400	$ 2,170,350	$ 2,210,100	$ 2,283,360

NOTE: Enrollment and expenditures are for Maryland students only.

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5003-02	Property & Casualty Insurance	5205-01	Biomedical Laboratory Technology
5003-03	Life Insurance	5302-01	Aviation Maintenance Technology
5005-01	Secretarial Science	5310-01	Electronics Technology
5101-01	Data Processing	5312-04	Industrial Technology, Power
5202-01	Dental Assistant	5506-02	Park Operation & Management

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5208-01	Nursing Education
4960-01	Teacher Education Area	5302-01	Aviation Maintenance Technology
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business Management	5312-04	Industrial Technology, Power
5002-01	Business Accounting	5505-01	Administration of Criminal Justice
5005-01	Secretarial Science		
5101-01	Data Processing	5506-02	Park Operation & Management
5205-01	Biomedical Laboratory Technology		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5317	Construction Technology Management	- 0 -	$55,000	25
5302	Avionics Option	$25,000	55,000	25
5506	Human Services	- 0 -	55,000	25
5004	Real Estate	- 0 -	55,000	25
	Fall 1980			
5005	Office Administration Option	- 0 -	$55,000	25
5003	Banking & Finance Management	- 0 -	55,000	25
5303	Survey & Drafting Option	- 0 -	55,000	25
5507	Firefighter Training	$100,000	55,000	25
5301	Mechanical Technology	25,000	55,000	25
5306	Auto & Truck Technology	25,000	55,000	25

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5308	Welding	5012	Graphic Communications Option
5004	General Merchandising		
		Fall 1983	
5402	Agricultural Technology	5506	Park Management, Wildlife Option

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	773	805	837	869	901	905
Administration & Library Classroom & Student Service Science Laboratory Physical Education Lecture Hall	78,258 (existing)						
Assembly			9,380				

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$2,347,916	$2,108,916	$717,508

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	1,393	1,420	1,448	1,477	1,507	1,537
Cost/FTE	$1,945	$2,140	$2,354	$2,589	$2,849	$3,197
Expenditures	$ 2,709,385	$ 3,038,800	$ 3,408,592	$ 3,823,953	$ 4,472,930	$ 4,913,789

NOTE: Enrollment and expenditures are for Maryland students only.

GARRETT COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5001-01	Business Management Technology	5399-03	Coal Mining Technology
5005-01	Business Secretarial	5401-01	Environmental & Renewable Resources
5206-01	Veterinary Science Technology		
5312-02	Maintenance Technology	5403-02	Wildlife Management *(Statewide)*

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5206-01	Veterinary Science Technology
4930-01	Humanities & Social Science Area	5312-01	Maintenance Technology
		5399-03	Coal Mining Technology
4950-01	General Studies Area	5401-01	Environmental & Renewable Resources
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5403-02	Wildlife Management *(Statewide)*
5004-01	Business Occupational		
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5208	Nursing, Registered	- 0 -	$60,000	20

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	192	203	213	224	235	236

Administration-Assembly Classroom-Laboratory-Library Technical Center Physical Education	58,443 (existing)
Glaze Connecting Corridor	

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$915,701	$815,899	- 0 -

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	551	562	573	584	596	608
Cost/FTE	$2,555	$2,620	$2,680	$2,763	$2,847	$2,847
Expenditures	$ 1,407,805	$ 1,472,440	$ 1,535,640	$ 1,613,592	$ 1,696,812	$ 1,730,976

NOTE: Enrollment and expenditures are for Maryland students only.

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*
5005-01	Secretarial Administration & Clerk-Typist
5299-01	Emergency Medical Service
5505-01	Police Services
5505-02	Correctional Services

Present Programs - Associate Degree

HEGIS Code	*Title*
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting & Business
5004-01	Management
5004-08	General Merchandising
5005-01	Executive Secretarial
5101-01	Data Processing
5207-01	Radiologic Technology
5208-01	Nursing, Registered
5216-01	Human Services Technology
5311-01	Electrical Engineering Technology
5315-01	Mechanical Engineering Technology
5404-01	Hospitality
5503-01	Early Childhood Instructional Aide
5505-01	Police Services
5505-02	Correctional Services

Projected Programs - Not In Priority Order

HEGIS Code	*Title*
	Fall 1982
5304	Architectural Drafting Technology

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	1,109	1,149	1,190	1,230	1,271	1,274
Administration Science Classroom Career Center Early Childhood Educational Center Student Center Vocational-Technical Center Library Student Center Physical Education	108,363 (exsiting)						
Vehicle Maintenance		775					
Assembly		9,020					
Administration Addition						1,850	

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$2,357,763	$2,253,668	$69,153

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	1,577	1,609	1,641	1,674	1,707	1,742
Cost/FTE	$2,071	$2,131	$2,192	$2,276	$2,367	$2,498
Expenditures	$ 3,265,967	$ 3,428,779	$ 3,597,072	$ 3,810,024	$ 4,040,469	$ 4,351,516

NOTE: Enrollment and expenditures are for Maryland students only.

HARFORD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5002-01	Accounting	5103-01	Business Computer Program
5003-03	Insurance	5301-01	Engineering Technology
5004-06	Real Estate	5303-01	Drafting-Surveying
5004-08	Retail Management	5306-01	Automotive Engineering Technology
5005-01	Office Education		
5007-01	Photography	5310-01	Electronic Technology
5008-01	Broadcasting	5505-01	Criminal Justice
5012-03	Interior Design	5505-03	Law Enforcement

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5008-01	Broadcasting
4940-01	Engineering Area	5012-03	Interior Design
4950-01	General Studies Area	5101-01	Business Data Processing
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5301-01	Engineering Technology
5002-01	Accounting	5306-01	Auto Engineering Technology
5003-03	Insurance	5310-01	Electronics
5004-08	Retail Management	5407-01	Science Laboratory Technology
5005-01	Office Education	5505-01	Criminal Justice

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
		Fall 1979		
5004	Small Business	- 0 -	$ 6,800	20
5003	Banking & Finance	- 0 -	10,200	20
5406	Marine Mechanics	$ 4,500	6,800	20
5506	Human Services	- 0 -	6,800	20
5213	Medical Records	- 0 -	6,800	20
5317	Site-Project Superintendent	4,500	10,200	20
5505	Corrections	- 0 -	6,800	20
5217	Electrodiagnostic Technology	- 0 -	6,800	10
		Fall 1980		
5402	Agro-Business	- 0 -	$ 6,800	20
5499	Agro-Mechanics	$10,000	10,200	20

Fall 1980 contd.

5312	Manufacturing Technology	- 0 -	$ 6,800	20
5306	Automotive Parts Merchandising	- 0 -	6,800	20
5012	Commercial Art	$ 4,000	6,800	20
5504	Archival Technology	- 0 -	10,200	20

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5310	Business Equipment Technology	5308	Welding Technology
5299	Pharmacy Technology	5504	Library Technical Assistant
5008	Journalism	5215	Inhalation Therapy Technology
5311	Electromechanical Technology		
	Fall 1983		
5408	Environmental Technology	5306	Recreational Vehicle Maintenance
5317	Public Works Technology		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	1,496	1,561	1,626	1,691	1,756	1,766

Administration Fine Arts Science Academic Learning Resources Center Vocational-Technical Student Center Community Services Physical Education & Pool Student Personnel	149,424[1] (existing)
Conversion of old Library	5,439
Conversion of Vocational Building	7,013
Conversion of Academic/Fine Arts	

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[1] In prior Master Plans the college had inadvertently reported 10,727 NASF of County vocational-education space used only in the evenings.

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$4,380,861	$4,235,991	$301,860

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	2,651	2,704	2,758	2,813	2,870	2,927
Cost/FTE	$1,984	$2,052	$2,120	$2,189	$2,257	$2,325
Expenditures	$ 5,259,584	$ 5,548,608	$ 5,846,960	$ 6,157,657	$ 6,477,590	$ 6,805,275

NOTE: Enrollment and expenditures are for Maryland students only.

HOWARD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5004-03	Housing Management	5317-03	Carpentry
5004-08	Retailing	5317-05	Advanced Carpentry
5005-01	Stenographic Clerical	5399-02	Biomedical Engineering
5101-01	Data Processing	5402-01	Plant Science

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5101-01	Data Processing
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5212-01	Vision Care Technician *(Regional)*
4970-01	Business Administration Area		
5002-01	Accounting	5310-01	Electronics Technology
5004-01	Business Management	5399-02	Biomedical Engineering Technology
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
		Fall 1979		
5505	Criminal Justice,	- 0 -	$30,000	20
5505	Security Management	- 0 -	30,000	15
5307	Diesel Technology	- 0 -	40,000	25
5299	Sonography	$50,000	40,000	25
		Fall 1980		
5004	Wholesale Distribution	- 0 -	$22,000	15
5299	Pharmacy Technology	- 0 -	28,000	15
5205	Medical Technology	- 0 -	25,000	15

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5310	T.V. & Sound Maintenance	5303	Industrial Drafting
5314	Instrumentation	5010	Restaurant-Hospitality Management
5206	Small Animal Assistant	5004	Small Business Management
		5007	Medical Photography

Fall 1983

5205 Dental Assisting 5312 Building Maintenance

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	862	901	941	980	1,019	1,055

Administration-Assembly Learning Resources Center-Classroom-Laboratories Nursing Education Physical Education & Pool	90,477 (existing)
Communication Arts	28,609

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$4,287,005	$3,956,590	$174,654

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	1,677	1,710	1,744	1,779	1,815	1,851
Cost/FTE	$2,116	$2,243	$2,377	$2,520	$2,646	$2,791
Expenditures	$ 3,548,532	$ 3,835,530	$ 4,145,488	$ 4,483,080	$ 4,802,490	$ 5,166,141

NOTE: Enrollment and expenditures are for Maryland students only.

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5005-01	Secretarial	5503-01	Instructional Aide
5010-02	Food Management	5503-02	Child Care Aide
5104-01	Computer Operator	5505-02	Corrections
5306-01	Automotive Technology	5507-01	Fire Science

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5010-02	Food & Beverage Management
4920-01	Biological & Physical Science Area	5012-05	Advertising Art
4930-01	Humanities & Social Science Area	5103-01	Computer Science & Technology
4940-01	Engineering Area	5105-01	Computer Technician
4950-01	General Studies Area	5301-01	General Engineering
4960-01	Teacher Education Area	5304-01	Architecture & Construction
4970-01	Business Administration Area	5306-01	Automotive Technology
5002-01	Accounting	5309-01	Civil Engineering
5004-01	Management	5310-01	Electronics
5005-01	Secretarial	5315-01	Mechanical Engineering
5007-01	Photography	5505-01	Criminal Justice
5008-01	Radio & T.V. Broadcasting	5506-01	Recreation Leadership
5009-01	Printing Technology	5507-01	Fire Science
5010-01	Hotel-Motel Management	5508-02	Geography, Cartography, & Community Planning

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5503	Speech Pathology, Paraprofessional	- 0 -	$10,000	25
5503	Child Care Aide	- 0 -	5,500	25
5501	Cultural Resources Technician	- 0 -	5,000	25
5599	Gerontology	- 0 -	6,000	25

Takoma Park Campus

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5505-01	Secretarial	5214-01	Medical Assistant
5202-01	Dental Assisting		

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5005-01	Secretarial
4920-01	Biological & Physical Science Area	5103-01	Computer Science & Technology
		5202-01	Dental Assisting
4930-01	Humanities & Social Science Area	5204-01	Dental Laboratory Technology
		5205-01	Medical Laboratory Technician
4940-01	Engineering Area	5207-01	Radiologic Technology
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5214-01	Medical Assistant
4970-01	Business Administration Area	5216-01	Mental Health Associate

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1980			
5599	Legal Assisting	- 0 -	$ 5,200	20
5203	Dental Hygiene	$244,720	93,850	21

Germantown Campus

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5005-01	Secretarial		

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	4960-01	Teacher Education Area
4920-01	Biological & Physical Science Area	4970-01	Business Administration Area
		5002-01	Accounting
4930-01	Humanities & Social Science Area	5004-01	Management
		5005-01	Secretarial
4950-01	General Studies Area	5311-01	Electromechanical Technology

PHYSICAL FACILITIES

Rockville Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	4,950	4,950	4,950	4,950	4,950	4,950
Administration Humanities Science Center Technical Learning Resources Center Student Center Assembly Physical Education & Pool	410,825 (existing)						

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$8,642,508	$8,641,008	- 0 -

Takoma Park Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	1,750	1,750	1,750	1,750	1,750	1,750
Administration Classroom-Laboratory Learning Resources Center Student Service Center	112,420 (existing)						
Physical Education & Pool		35,281					
Student Service Center Addition		5,137					
Cluster			8,201				

Takoma Park contd

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$5,250,000	$4,621,878	- 0 -

Germantown Campus

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	1,210	1,523	1,836	2,149	2,462	2,500
Classroom		16,853					
Laboratory		26,544					
Office		20,133					
Study		13,347					
Physical Education		1,016	17,426				
Audiovisual, Television, Learning Resources		1,146					
Student Service		7,408					
Support		4,471					
Health		326					

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$5,095,906	$2,289,542	$425,000

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Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	9,350	9,537	9,727	9,922	10,120	10,322
Cost/FTE	$2,824	$2,981	$3,128	$3,261	$3,371	$3,525
Expenditures	$26,404,400	$28,429,797	$30,426,056	$32,355,642	$34,114,520	$36,385,050

NOTE: Enrollment and expenditures are for Maryland students only.

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5004-06	Real Estate	5209-01	Nursing, Practical
5005-01	Secretarial & Clerk-Typist	5317-01	Residential Construction
5103-01	Computer Programming	5503-03	Day Care
5104-01	Computer Operations		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5208-01	Nursing, Registered
4930-01	Humanities & Social Science Area	5213-01	Medical Records Technology
		5215-01	Respiratory Therapist
4940-01	Engineering Area	5216-01	Human Services-Mental Health
4950-01	General Studies Area	5299-02	Nuclear Medicine Technology
4960-01	Teacher Education Area	5301-01	Mechanical Engineering Technology
4970-01	Business Administration Area	5303-01	Drafting Technology
5001-01	Business Management, Administrative Assistant	5306-01	Automotive Technology
		5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronic Engineering Technology
5004-06	Real Estate	5311-01	Electrical Engineering Technology
5004-08	Marketing Management	5312-01	Industrial Engineering Technology
5005-01	Secretarial Science	5503-03	Child Care Assistant
5101-01	Computer/Data Processing	5505-01	Law Enforcement
5202-01	Dental Assistant	5506-01	Recreation Leadership & Parks
5205-01	Medical Laboratory Technology	5507-01	Fire Science Technology
5207-01	Radiologic (X-Ray) Technology		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
		Fall 1979		
5508	Public Administration	- 0 -	$ 8,000	25-30
		Fall 1980		
5002	Accounting	- 0 -	$14,000	20-80
5399	Energy Development Technology	$200,000	42,000	20-180
5012	Fashion Design	60,000	30,000	20-250
5012	Advertising Art Technology	40,000	29,000	20-150

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5003	Banking & Financial Management	5508	Personnel Assistant
		5011	Transportation Technology
5599	Para-Legal Aide	5003	Insurance Manager
5010	Hotel & Motel Management		
5501	Geo-Urban Planning & Administration		
		Fall 1983	
5012	Music Equipment Repair Technology	5009	Court Reporting

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PHYSICAL FACILITIES

Largo Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	5,204	5,427	5,649	5,872	4,990	4,995
Administration & Library	303,357 (existing)						
Humanities & Science							
Technology							
Student Service Center							
Fine Arts & Classroom							
Assembly							
Physical Education							
Maintenance & Operations							
Learning Resource Center			5,359				
Science Addition						15,084	
Physical Education Addition						22,575	

Largo Campus contd.

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$8,993,483	$8,371,235	$5,205,000

Clinton Campus

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1978	1979	1980	1981	1982	1983	1984
PROJECTED FTDE	-	-	-	-	-	1,104	1,133
Site Development							
Learning Resources Center, Classroom, & Administration Facility							80,000

Bond Authorizations FY 1961 - FY 1978		Projected Bond Requirements FY 1979 - FY 1984
Allocated	Expended	
$685,000	$685,000	$3,136,000

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FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	9,531	9,720	9,914	10,113	10,315	10,521
Cost/FTE	$1,919	$2,111	$2,323	$2,555	$2,810	$2,931
Expenditures	$18,289,989	$20,518,920	$23,030,222	$25,838,715	$28,985,150	$30,837,051

NOTE: Enrollment and expenditures are for Maryland students only.

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Title*	*HEGIS Code*	*Title*
5005-01	Secretarial Science	5209-01	Nursing, Practical
5010-01	Hotel-Motel Management *(Regional)*	5306-01	Automotive Service Technology
		5317-03	Building Trades, Carpentry

Present Programs - Associate Degree

HEGIS Code	*Title*	*HEGIS Code*	*Title*
4910-01	Arts & Sciences Area	5005-01	Secretarial Science
5001-01	Business Management	5010-01	Hotel-Motel Management *(Regional)*
5002-01	Accounting		
5003-01	Banking	5208-01	Nursing, Registered
5004-08	Retail Management	5505-01	Law Enforcement
5004-10	Wholesale Distribution		

Projected Programs - In Priority Order

HEGIS Code	*Title*	*Estimated Financial Impact*		*Estimated Enrollment*
		Capital	*Operating*	
	Fall 1979			
5003	Banking	- 0 -	$ 6,900	20
5207	Medical X-Ray Technology	- 0 -	20,000	20
5215	Respiratory Technology	- 0 -	20,000	20
5101	Data Processing Technology	- 0 -	40,000	25
5011	Transportation Technology	- 0 -	15,000	25
	Fall 1980			
5311	Electromechanical Technology	- 0 -	$50,000	25
5317	Construction Management	- 0 -	15,000	25
5213	Medical Secretary	- 0 -	10,000	15

Projected Programs - Not In Priority Order

HEGIS Code	*Title*	*HEGIS Code*	*Title*
	Fall 1981		*Fall 1982*
5599	Legal Assistant	5312	Quality Control Technology
5308	Welding		
5004	Insurance & Real Estate		
5404	Chef		
5404	Food Processing Technology		

Fall 1983

5408 Environmental Technology 5406 Marine Technology

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PHYSICAL FACILITIES

None contemplated

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FINANCE

Projected Full-time Equivalent Enrollment
Cost Per Full-time Equivalent Student,
and Current Operating Expenditures

FISCAL YEAR	1979	1980	1981	1982	1983	1984
FTE	461	580	594	603	616	628
Cost/FTE	$2,000	$2,100	$2,200	$2,200	$2,200	$2,200
Expenditures	$ 922,000	$ 1,218,000	$ 1,306,800	$ 1,326,600	$ 1,355,200	$ 1,381,600

NOTE: Enrollment and expenditures are for Maryland students only.

VIII. STATUS OF PROPOSALS SUBMITTED

The *Executive Planning Process Guidance Manual* defines a proposal as a plan submitted to deal with a problem for which there is inadequate agency authority or resources. Since no special proposals were made during fiscal year 1978, this chapter is not currently applicable to the State Board for Community Colleges. See Chapter VI.

IX. PLANS FOR EVALUATION

Planning, coordination, service, and leadership are the four major functions of the State Board for Community Colleges. Within these functions the State Board has the responsibility to evaluate the effectiveness of the community colleges and the State Board in pursuing the goals and objectives in this Plan. This evaluation responsibility is shared by the State Board with the community colleges.

The State Board for Community Colleges has staff assigned in the areas of finance, planning and research, continuing education and developmental studies, instructional programs, and facilities. The staff coordinates evaluation of these areas with their counterparts on the individual campuses through Statewide groups. These groups include the community college Program Development Council, the Business Officers, the Facilities Planning Committee, the Deans of Students, the Academic Deans, the Occupational Deans, the Institutional Research Group, Data Processing Managers, and the Affirmative Action Officers.

Objective 2.1

Community colleges will continue to increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Evaluation

1. Information about enrollment and graduations in occupational programs will be collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed by colleges and Statewide. The Statewide follow-up study of Fall 1972 entering students found:

- The percentage of students who were employed, full-time and part-time;
- The location of employment;
- Initial annual salary after leaving the community college and present salary;
- Relationship of educational program to job;
- Students' report of how much the college program assisted in increasing theoretical understanding, job skills, obtaining a job, and obtaining salary increases and/or promotions.

All of the follow-up data was stored and analyzed on the computer and printed for each college and Statewide. Similar studies were conducted about students who entered a community college in Fall 1970 and Fall 1971. The study is being replicated for all first-time students, Fall 1974.

2. A comprehensive system for program evaluation has been developed. The first step in the development of the evaluation process was the implementation of the *Maryland Community College Program Proposal Manual*. The Manual, initially developed in 1974, was revised and approved by the State Board for Higher Education, the State Department of Education, and the State Board for Community Colleges in 1977. The Manual contains the elements and information required for review and evaluation of program proposals. It also provides for a common format for new program submission, permitting systematic and uniform collection and analysis of data. The elements were selected to intermesh with annual reports collected routinely by federal and State agencies.

The second step in the evaluation process occurred when the career *Program Evaluation* manual was approved by the State Board for Community Colleges and the State Department of Education in 1975. This manual called for the development of a two-level program evaluation approach. The first level to be employed by both State agencies and the colleges uses data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in depth qualitative examination of programs identified by analysis of Level I information, will be conducted by the institution itself. Following the local qualitative assessment, results of the study and college recommendations will be transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level required by the manual, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring System (PDMS). The system aggregates quantitative information relating to each individual community college program for a five-year period and displays it on one computer printout page. For each program, quantitative elements displayed include:

- College name;
- Program title, college title, and HEGIS program category;
- Program level--associate degree or certificate;
- Year program was implemented;
- Current status of program--active, inactive, deleted, or phasing out;
- USOE number;
- HEGIS program number;
- Historical enrollment and formal award data;
- Listing of similar programs in Maryland (with enrollments and awards by college);
- Discipline cost data;
- Follow-up information, including:
  a) Number of respondents at the college and Statewide,
  b) Percentage currently employed full-time in:
    1) Directly-related occupations;
    2) Somewhat-related occupations;
    c) Unrelated occupations;
  c) Percentage transferred to four-year colleges;

d) Percentage who achieved self-reported educational objective;
e) Percentage who would recommend program;
f) Current median salary of those employed full-time in related field.

Criteria for quantitatively analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the Maryland Community College Program Development Council; Institutional Research Group; Association of Maryland Community and Junior College Business Officers; State Board for Higher Education; State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council on Vocational-Technical Education. Each criterion is independent and mutually exclusive. Thus, each program not meeting the condition of any criterion will be "flagged".

The computer searches the data for each program and contrasts not only information about that program, but also compares program data against other programs at that college and similar programs in other colleges. In each case that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "This program may warrant closer study because . . . (followed by a listing of the specific criteria)." A sample of the output from the Program Data Monitoring System is shown on the next page.

Objective 3.1

Community colleges will continue to provide access to baccalaureate institutions by offering quality transfer programs.

Evaluation

1. A Statewide follow-up study was conducted of all students who entered a community college for the first time in Fall 1972. The study found:

- The percentage of students who transferred to a four-year college or university;
- The student's grade point average at the transfer institution;
- The number of credits lost in transferring;
- The students' degree of satisfaction with their preparation for transfer work.

All of the above was printed for each community college and as a Statewide total. All follow-up data is stored and analyzed on the computer. Similar studies were conducted about students who entered a community college in Fall 1970 and Fall 1971. The study is being replicated for all first-time students, Fall 1974.

* * * SAMPLE PAGE * * *

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02/03/78 SBCC PROGRAM DATA MONITORING SYSTEM                                                        PAGE 324

                              COLLEGE: HARFCRD COMMUNITY COLLEGE                                            YEAR         CURRENT      USOE
                                                                    COLLEGE PROGRAM TITLE                 IMPLEMENTED    STATUS      NUMBER
                                                                    ---------------------------------    -----------    -------     ------
PROGRAM NUMBER: 5208 01                                 CERTIFICATE: NOT OFFERED
HEGIS PROGRAM CATEGORY: NURSING, RN                     ASSOCIATE:   NURSING                               PRE 1974      ACTIVE      70301C0
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HISTORICAL DATA:

                                 1972    1973    1974    1975    1976    1977
                                 ----    ----    ----    ----    ----    ----
ENROLLMENT
     CERTIFICATE LEVEL
          FULL-TIME                 -       -       -       -       -       -
          PART-TIME                 -       -       -       -       -       -
     ASSOCIATE LEVEL
          FULL-TIME               129     117      93      94      58      96
          PART-TIME               142     170     209     199     178     198
     TOTAL HEAD-COUNT             271     287     302     293     236     294

AWARDS
     CERTIFICATES                   -       -       -       -       -       -
     ASSOCIATE DEGREES             22      54      70      70      75      55
     TOTAL ALL AWARDS              22      54      70      70      75      55
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STUDENT FOLLOW-UP STUDIES:

                                     1972               1976
                                   ENTRANTS           GRADUATES
                                   --------         ------------
                               COLLEGE  STATE      COLLEGE  STATE

EMPLOYED FULL-TIME
     JOB DIRECTLY RELATED          37%    40%          56%    58%
     JOB SOMEWHAT RELATED          13%    15%          44%    15%
     JOB NOT RELATED                0%     1%           0%     1%

TRANSFERRED                         7%     8%           5%     7%

ACHIEVED EDUCATIONAL OBJECTIVE    60%    66%

WOULD RECOMMEND PROGRAM            80%    76%

CURRENT MEDIAN SALARY OF 1972
ENTRANTS EMPLOYED FULL-TIME IN
A JOB RELATED TC PROGRAM
   SAME JOB AS DURING COLLEGE   $ 9,404 $ 9,872
     NO. OF RESPONDENTS               1      12

   NEW JOB AFTER COLLEGE        $12,000 $12,200
     NO. OF RESPONDENTS               5      21
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PROJECTED EMPLOYMENT OPPORTUNITIES IN NURSING,RN

                    1979  198C  1981  1982  1983
                    ----  ----  ----  ----  ----

LOCAL
REGIONAL
STATEWIDE
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SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

                          ENROLLMENT FALL, 1977    AWARDS 76-77 SCH YR
COLLEGE                      FT      PT   TOTAL     CERT     AA   TOTAL
-------------              ----    ----   -----     ----   ----   -----

ALLEGANY                    165     106     251        -     36      36
ANNE ARUNDEL                104     328     432        -     47      47
BALTIMORE                   109     335     444        -     67      67
CATONSVILLE                  83     175     258        -    102     102
CHARLES                      19       1      20        -      -       -
ESSEX                       151     375     526        -     86      86
FREDERICK                    66      58     124        -     23      23
HAGERSTOWN                   38      32      70        -     29      29
HARFORD                      96     198     294        -     55      55
HOWARD                       72      52     124        -     56      56
MONTGOMERY                   56     146     202        -     84      84
PRINCE GEORGE'S             169     471     640        -    153     153

TOTAL ALL COLLEGES         1108    2277    3385        -    738     738
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   DISCIPLINE CREDIT HOLR COST IN NURSING, RN

                            1975      1976      1977      1978      1979
                            ----      ----      ----      ----      ----

 SYSTEMWIDE CCST
     ALL DISCIPLINES           -       $62         -         -         -
 SYSTEMWIDE CCST
     THIS DISCIPLINE           -      $112         -         -         -
 COLLEGE COST
     ALL DISCIPLINES           -       $65         -         -         -

 COLLEGE COST
     THIS DISCIPLINE           -      $141         -         -         -

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS;
A SINELE DISCIPLINE MAY SUPPORT SEVERAL PRCGRAMS.
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 THIS PROGRAM MAY WARRANT CLOSER STUDY BECAUSE:

 ENROLLMENT INCREASED AT LEAST 20% AND BY 10 STUDENTS LAST YEAR
 AWARDS DECREASED AT LEAST 20% AND BY 10 STUDENTS LAST YEAR.
 DISCIPLINE COST IS AT LEAST 25% OVER STATEWIDE DISCIFLINE COST
 DISCIPLINE COST IS AT LEAST 50% OVER COLLEGE AVERAEE COST.
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SOURCE: HEGIS REPORTS, FOLLOW-UP STUDIES, AND DISCIPLINE COST ANALYSIS SURVEY.
     DATA IS SUBJECT TO CONFIRMATION BY THE COLLEGE.
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2. Procedures for the exchange of student information among institutions were approved by the Maryland Council for Higher Education in 1973. The procedures have not been implemented pending a legal opinion about their impact on confidentiality. If the student data exchange should become operational, it will assist in the evaluation of transfer programs.

Objective 4.1

Community colleges will continue to provide adult and continuing education, community and public service programs within the college service area.

Evaluation

The State Board for Community Colleges reviews the title, description, and objectives of each continuing education course submitted for State aid. If the course is determined to be "recreational," it will not be subsidized with State aid. Records for each course and its enrollment will be kept on the computer for efficient access and analysis of data.

Objective 5.1

By 1980, community college enrollment will reflect the same racial composition that exists within the community college service area.

Evaluation

The *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State*, published in June 1974, contains the evaluation mechanisms for determining progress toward this objective. The plan requires that the community college segment maintain accurate data about the racial characteristics of its student body and personnel. Progress reports on the stated objective must be filed semiannually with the Office of Civil Rights, Department of Health, Education, and Welfare. Failure to comply could result in a loss of federal funds. The data base for these progress reports includes the following categories:

Students

- Enrollment by class of each institution;
- Enrollment by major area of study or program;
- Enrollment by part-time and full-time status;
- Retention statistics at various levels, that is, by major programs, institution, segments;
- Graduation results for each major program at each institution, including designation of type of degree(s);
- Distribution of financial aid to include amounts, duration, and percentage of each component of a typical package;

- Transfer data among the public higher education institutions;

- Financial aid with breakdown of types, for example, grants, scholarships, loans, and work-study.

Faculty, Administrators, and Classified Employees

- Designation by rank (lecturer, instructor, assistant professor, associate professor, and professor) and both the median and average salaries of full-time employees for each institution;

- Part-time and full-time designation;

- Length of service within each rank (faculty only);

- Number of tenured faculty;

- Program and/or departmental affiliation (faculty only);

- Academic certification, that is, level of education (faculty only);

- Termination information.

Objective 5.2

Maryland community colleges will continue to attract an increasingly diverse student population.

Evaluation

Information about the age, sex, and part-time status of students is collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed by college and Statewide.

Objective 5.4

Community colleges in suburban areas should move expeditiously to implement their facilities requirements.

Evaluation

1. In 1975, the State Board of Public Works approved a revision of the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland* which enables the State Board for Community Colleges and other appropriate State agencies to determine the eligibility of construction proposals. These guidelines include criteria for the design and construction of classrooms, laboratories, offices, study space, special use facilities, general use facilities, support facilities, and site development.

2. A community college capital construction weighted ranking system has been developed which provides for the allocation of State funds to support community college capital construction projects in order of highest priority. The system utilizes 30 indices in determining project priority for allocation of State funds.

3. The State Board for Higher Education has developed an enrollment projection model which annually provides community college enrollment projections for facilities planning purposes. These are the official State projections for facilities planning as required by the community college facilities construction guidelines.

Objective 6.2

To determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Evaluation

A discipline cost analysis system developed jointly by the colleges and the State Board for Community Colleges is being used to determine discipline costs for each institution. These data will be used by the State Board in its studies of funding models for community college operating budgets.

THE TEXT BELOW CONSTITUTES TITLE 16 OF THE EDUCATION ARTICLE AS ENACTED BY THE GENERAL ASSEMBLY AND APPROVED BY THE GOVERNOR ON APRIL 3, 1978, AND DESIGNATED AS CHAPTER 22 OF THE ACTS OF 1978. IT IS SUBJECT TO SUBSTANTIVE CHANGE IN ACCORDANCE WITH ANY LEGISLATION SUBSEQUENTLY ENACTED AND APPROVED.

APPENDIX A

ANNOTATED CODE OF MARYLAND

TITLE 16

HIGHER EDUCATION

COMMUNITY COLLEGES

SUBTITLE 1. STATE BOARD FOR COMMUNITY COLLEGES

16-101. BOARD ESTABLISHED.

There is a State Board for Community Colleges.

16-102. COMPOSITION; TERM; VACANCIES.

(A) Composition.

The State Board for Community Colleges consists of eight members appointed by the Governor with the advice and consent of the Senate.

(B) Qualifications.

(1) Each of the members shall be a resident of this State.

(2) Seven of the members shall be individuals who are known for their interest in civic and public affairs, and their knowledge and perception in educational matters.

(3) One of the members shall be a student in good standing at a community college in this State who has the qualifications required to be student body president at the community college. In making this appointment, the Governor shall consider the recommendations of the community college presidents.

(C) Term and Vacancies.

(1) Except for the student member, each member serves for a term of six (6) years and until a successor is appointed and qualifies. These terms are staggered as required by the terms of the members serving on the Board as of July 1, 1978.

(2) The student member serves for a term of one (1) year beginning on July 1.

(3) A member may be reappointed.

(4) A member appointed to fill a vacancy in an unexpired term serves only for the remainder of that term and until a successor is appointed and qualifies.

16-103. CHAIRMAN AND OTHER OFFICERS; MEETINGS.

(A) Officers.

Each year the State Board for Community Colleges shall elect from among its members:

(1) A chairman; and

(2) Any other officer it requires.

(B) Meetings.

The Board shall determine the time and place of its meetings and may adopt rules for the conduct of its meetings.

16-104. POWERS AND DUTIES OF BOARD.

(A) In general.

In addition to the other powers granted and duties imposed by this title, and subject to the provisions of Title 12 of this Article, the State Board for Community Colleges has the powers and duties set forth in this section.

(B) General Policies.

The Board has full Statewide responsibility for the community colleges and shall establish general policies for their operation.

(C) Information and Accounting System.

The Board shall establish and maintain a system of information and accounting for community college activities.

(D) Financial Assistance to Community Colleges.

The Board shall:

(1) Provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;

(2) Administer the program of State support for the community colleges;

(3) Assist and represent the community colleges in seeking and administering federal money available to them.

(E) Assistance to State Board for Higher Education.

The State Board for Community Colleges shall assist the State Board for Higher Education in performing its duties as they relate to community colleges.

(F) Capital Programs.

The State Board for Community Colleges shall administer the general public junior or community college and regional community college construction program in accordance with procedures adopted by the Board of Public Works.

(G) Establishment of Community Colleges.

The Board shall recommend, review, and advise on any proposal for the establishment of a new community college.

(H) Curriculum.

The Board shall recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college.

(I) Coordination with Colleges.

The Board shall coordinate relationships among the community colleges to:

(1) Assure the widest possible educational opportunities for students in this State;

(2) Facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; and

(3) Assure the most efficient use of State money.

(J) Coordination with Schools.

The Board shall coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to:

(1) Facilitate cooperation among them in the guidance and admission of students to the community colleges; and

(2) Arrange for the most advantageous use of facilities.

(K) Studies.

The Board shall study the problems of community college education.

(L) Advice.

The Board shall assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities.

(M) Report to General Assembly.

The Board shall report annually to the General Assembly on its activities and the activities of the community colleges.

16-105. STAFF OF BOARD.

(A) Executive Director.

The State Board for Community Colleges may employ a full-time Executive Director to carry out its day-to-day functions under the control of the Board.

(B) Additional Staff.

The Board may employ the additional staff necessary to carry out its functions as provided in the State budget.

(C) Compensation.

Each employee of the Board is entitled to the compensation provided in the State budget.

(D) Membership in Retirement System.

Each employee of the Board shall join the State Employees' Retirement System. However, as an alternative, any employee in a position determined by the State Board for Community Colleges to be a professional position may join the Teachers' Retirement System or an optional retirement program under Article 73, §110 of the Code.

SUBTITLE 2. ORGANIZATION AND GOVERNMENT OF COMMUNITY COLLEGES

16-201. BOARD OF COMMUNITY COLLEGE TRUSTEES.

(A) Established--Counties with Community Colleges.

There is a Board of Community College Trustees in each county that has one or more community colleges.

(B) Establishment--Counties without Community Colleges.

(1) The governing body of any county that does not have a community college may request permission to establish one from the State Board for Higher Education and the State Board for Community Colleges.

(2) On recommendation of these Boards, the Governor shall appoint a Board of Community College Trustees for that county.

(C) Composition.

Except as provided in subtitle 5 of this title, each Board is comprised of seven members appointed by the Governor, with the advice and consent of the Senate.

(D) Term and Vacancies.

(1) Except as provided in subtitle 5 of this title, each member serves for a term of six (6) years from July 1 of the year the appointment is made and until a successor is appointed and qualifies. These terms are staggered, and of the initial appointments to a Board, five (5) shall be for terms of one (1) to five (5) years respectively, and two (2) shall be for terms of six (6) years.

(2) A member appointed to fill a vacancy in an unexpired term serves only for the remainder of that term and until a successor is appointed and qualifies.

(3) A member may be reappointed.

16-202. CHAIRMAN AND OTHER OFFICERS; MEETINGS.

(A) Officers.

Each Board of Trustees:

(1) Shall elect one of its members as its chairman;

(2) Shall choose the president of one of the county community colleges to serve as secretary-treasurer of the Board; and

(3) May elect any other officer it requires.

(B) Meetings.

Each Board shall determine the time and place of its meetings and may adopt rules for the conduct of its meetings.

16-203. POWERS OF BOARDS OF TRUSTEES.

(A) In General.

In addition to the other powers granted and duties imposed by this title, and subject to the authority of the State Board for Higher Education and the State Board for Community Colleges, each Board of Community College Trustees has the powers and duties set forth in this section.

(B) Establishment and Operation.

With the approval of the State Board for Higher Education, on recommendation of the State Board for Community Colleges, each Board of Trustees may establish and operate one or more community colleges.

(C) General Control.

Each Board of Trustees shall exercise general control over the community college, keep separate records and minutes, and adopt reasonable rules, regulations, or bylaws to carry out the provisions of this subtitle.

(D) Salaries and Tenure.

Each Board of Trustees may fix the salaries and tenure of the president, faculty, and other employees of the community college.

(E) Acquisition of Property.

Each Board of Trustees may purchase, lease, condemn, or otherwise acquire any property it considers necessary for the operation of the community college.

(F) Disposition of Property.

(1) Each Board of Trustees may sell, lease, or otherwise dispose of community college assets or property.

(2) The president of the community college and the chairman of the Board of Trustees may execute a conveyance or other legal document under an appropriate resolution of the Board.

(G) Cooperative Use of Facilities with Board of Education.

Each Board of Trustees may:

(1) With the approval of the State Board for Community Colleges, permit the County Board of Education to use the lands, buildings, or other facilities of the community college; and

(2) With the approval of the County Board of Education, use any land, buildings, assets, or other facilities of the County Board of Education.

(H) Gifts and Grants.

Each Board of Trustees may apply for and accept any gift or grant from the federal government or any other person.

(I) Entrance Requirements; Curriculum.

Subject to the minimum standards of the State Board for Community Colleges, each Board of Trustees may determine entrance requirements and approve offerings that consist of:

(1) Transfer programs offering the equivalent of the first two (2) years of a bachelor's degree program;

(2) Career programs offering technical, vocational, and semiprofessional education; and

(3) Continuing education programs.

(J) Student Fees.

Each Board of Trustees may charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost.

(K) Suits.

Each Board of Trustees may sue and be sued.

(L) Agreements.

Each Board of Trustees may make agreements with the federal government or any other person, including agreements between counties to support a regional community college, if the Board considers the agreement advisable for the establishment or operation of the community college.

(M) Name.

Each Board of Trustees shall be styled "The Board of Trustees of .... Community (or Junior) College."

(N) Seal.

Each Board of Trustees may adopt a corporate seal.

16-204. PRESIDENT.

(A) Appointment.

Each Board of Trustees shall appoint a president of each community college under its jurisdiction.

(B) Duties.

The president:

(1) Shall report directly to the Board of Trustees;

(2) Shall recommend the appointment by the Board of qualified faculty members and other employees necessary for the efficient administration of the community college;

(3) Shall recommend the discharge of employees for good cause; however, any employee with tenure shall be given reasonable notice of the grounds for dismissal and an opportunity to be heard;

(4) Is responsible for the conduct of the community college and for the administration and supervision of its departments; and

(5) Shall attend all meetings of the Board, except those involving his personal position as president.

16-205. WAIVER OF TUITION FOR CERTAIN STUDENTS.

(A) Employees.

Any full-time classified employee of a community college who enrolls, during his nonworking hours, in any class at the community college that has at least ten (10) regularly enrolled students:

(1) Is exempt from payment of tuition; and

(2) May not be counted in computing full-time equivalent enrollment at the community college under § 16-403 of this title.

(B) Persons 60 Years Old or Older.

If permitted by the Board of Trustees of a community college, any resident of this State who is sixty (60) years old or older who enrolls in any class at the community college that has at least ten (10) regularly enrolled students:

(1) Is exempt from payment of tuition; and

(2) Shall be counted in computing full-time equivalent enrollment under §16-403 of this title.

16-206. COMPREHENSIVE LIABILITY INSURANCE; DEFENSE OF SOVEREIGN IMMUNITY.

(A) Comprehensive Liability Insurance.

Each Board of Trustees may carry comprehensive liability insurance to protect the Board, its agents and employees, and the agents and employees of any community college under its jurisdiction. The purchase of the insurance is for an educational purpose and is a valid educational expense.

(B) Standards for Policies; Coverage.

The State Board for Community Colleges may adopt standards for the policies, including a minimum liability coverage which may not be less than $100,000 per occurrence. Any policy purchased after the adoption of these standards shall conform to them.

(C) Self-Insurance; Coverage.

Each Board of Trustees complies with this section if it is self-insured, for at least $100,000 and not more than $500,000 per occurrence, under the rules and regulations of the State Insurance Commissioner.

(D) Defense of Sovereign Immunity.

This section does not prevent any Board of Trustees, on its own behalf, from raising the defense of sovereign immunity to any amount of a claim in excess of the limit of an insurance policy or in excess of $100,000 in the case of self-insurance.

SUBTITLE 3. REGIONAL COMMUNITY COLLEGES

16-301. APPLICABILITY OF TITLE TO REGIONAL COMMUNITY COLLEGES.

The provisions of this title apply to any regional community college, unless the context requires otherwise.

16-302. REGIONAL COMMUNITY COLLEGES.

(A) Establishment.

(1) Two or more counties may agree to establish a region and to support a regional community college.

(2) Subject to the authority of the State Board for Higher Education, after the counties agree, the State Board for Community Colleges may authorize a regional community college for the region.

(B) "Board of Trustees" Defined--Composition.

(1) In this subsection, "County Board of Community College Trustees" means:

(I) The Board of Community College Trustees, if any: or

(II) The County Board of Education in any county that does not have a Board of Community College Trustees.

(2) Except as otherwise provided in this subsection, the county boards of community college trustees for each county in a region constitute the Board of Regional Community College Trustees.

(3) If the counties in a region have different numbers of members on their county board of community college trustees, each county board of community college trustees shall elect, to serve as regional community college trustees, the number of its members equal to the number of members on the smallest board of community college trustees in the region.

(4) A Board of Regional Community College Trustees:

(I) May not have more than twelve (12) members; and

(II) Shall have an equal number of members from each county in the region.

(5) If requested to do so by a county government, the Governor shall appoint the regional community college trustees from that county.

(6) The county superintendent of each county in the region is, ex officio, a member of the Board of Regional Community College Trustees, and shall attend meetings but may not vote.

(7) Each Board of Regional Community College Trustees shall:

(I) Elect one of its members as its chairman;

(II) Designate the president of the regional community college as its secretary-treasurer; and

(III) Determine the time and place of its meetings and may adopt rules for the conduct of its meetings.

(C) Selection of Board by Governor.

Any Board of Regional Community College Trustees established under subsection (B) of this section may request the Governor to appoint a new board.

(D) Appointment.

(1) After a request is made, the Governor, with the advice and consent of the Senate, shall appoint seven (7) individuals to the new board.

(2) At least one (1) member of the County Board of Education of each county in the region shall be appointed.

(3) The board shall have an odd number of members.

(4) A majority of the members of the board may not be members of any board of education, and to achieve this result, the Governor may increase the size of the board.

(5) The initial members shall be appointed as provided in §16-201 of this subtitle.

16.303. ALLOCATION AMONG COUNTIES OF SUPPORT OF REGIONAL COMMUNITY COLLEGE.

(A) Appropriation for Current Expenses.

The State Board for Community Colleges shall determine and certify the amount that each county that supports a regional community college shall pay as its share of the "county share" required by §16-403 of this subtitle. The amount shall be determined by applying to the total county share the ratio that the number of full-time equivalent students from the county who attend the regional community college bears to the total number of full-time students who attend the regional community college from all counties that support the regional community college.

(B) Borrowing.

Each county that supports a regional community college shall bear as its share of any borrowing for the regional community college the amount that results from applying to the total amount of the borrowing the ratio that the county's population, as determined by the Department of Health and Mental Hygiene, bears to the total population of all the counties that support the regional community college.

SUBTITLE 4. FISCAL MATTERS

16-401. BUDGET

(A) Preparation.

Each year, the Board of Trustees and the president of the community college shall prepare and submit to the county governing body or, in the case of a regional community college, the county governing body of each county that supports the regional community college:

(1) An operating budget;

(2) A capital budget; and

(3) If required by local law, charter, or regulation, a long term capital improvement program.

(B) Contents of Operating Budget.

The operating budget shall show:

(1) All revenues, including any surpluses, estimated for the next fiscal year classified by funds and sources of income;

(2) All expenditures requested, including capital expenditures; and

(3) Any other information or supporting data required by the county governing body.

(C) Contents of Capital Budget.

The capital budget and any long term capital improvement program shall contain a statement of all capital revenues and expenditures.

(D) Consideration of Budgets.

The capital and operating budgets shall be prepared and considered in accordance with county fiscal procedures not inconsistent with State law.

(E) Action by County Governing Body--Community Colleges.

The county governing body shall review and approve the budget of the community college and may reduce it.

(F) Action by County Governing Body--Regional Community College.

(1) The county governing bodies of the counties that support a regional community college jointly shall review the budget of the regional community college and may reduce it.

(2) Approval of the budget by a majority of the counties that support a regional community college constitutes approval of the budget and binds all the counties.

(G) Submissions to State Agencies.

(1) The budget of each community college, as approved by the county governing body under this section shall be submitted to the State Board for Community Colleges for informational purposes. This budget shall include a personnel detail.

(2) Proposals for capital projects shall be submitted to the State Board for Higher Education through the State Board for Community Colleges.

16-402. POWERS OF COUNTY GOVERNMENT.

(A) Power to Appropriate.

Each county governing body may appropriate money to pay the cost of establishing and operating a community college or regional community college.

(B) Subject of Appropriations.

The county governing body shall make appropriations for the following major functions:

(1) General administration;

(2) General institutional expenses;

(3) Instruction;

(4) Student affairs;

(5) Instructional resources;

(6) Plant operation and maintenance;

(7) Capital outlay; and

(8) Debt service.

(C) Transfer of Appropriations among Functions.

(1) A community college may not spend more on any major function than the amount appropriated for it.

(2) (I) Transfers of appropriations between major functions shall be submitted in writing and approved by the county governing body before they are made, and if the county governing body fails to act on a request for a transfer within thirty (30) days, the request automatically is approved as requested; and

(II) Except in Baltimore City, where the provisions of the city charter govern, transfers of appropriations within a major function may be made at the direction of the board of trustees and the county governing body shall be notified within thirty (30) days of the transfer.

(D) Borrowing.

Each county governing body may borrow money to purchase land and construct capital improvements for a community college. Money may be borrowed on terms and conditions the county governing body considers proper, subject to any requirements of local law applicable to the creation of public debt.

16-403. STATE, COUNTY, AND STUDENT SUPPORT OF COMMUNITY COLLEGE CURRENT EXPENSES.

(A) Definitions.

(1) In this section the following words have the meanings indicated.

(2) "County share" means the minimum amount of money to be provided each year to a community college by the county that supports the community college or, in the case of a regional community college, the total amount of money to be provided each year to the regional community college by all counties that support the regional community college.

(3) "Population" means population as determined by the 1970 census.

(4) "State share" means the amount of money to be provided each year to a community college by the State.

(B) Computations.

(1) In this section, the following computations shall be made in the manner indicated.

(2) "Current expenses" is the product of the per student operating cost of the community college for the current fiscal year multiplied by the number of full-time equivalent students enrolled at the community college in the current fiscal year.

(3) "Full-time equivalent students" is the quotient of the number of student credit hours produced in the fiscal year divided by 30.

(C) State Share.

(1) Except as otherwise provided in this subsection, the State share is 50 percent of the current expenses of each community college, but not more than $800 per full-time equivalent student.

(2) The State share is 55 percent of the current expenses, but not more than $1,250 per full-time equivalent student for:

(I) Any community college with less than 500 full-time equivalent students if the county in which the community college is located has a population of less than 50,000; and

(II) Any regional community college if the counties that support the regional community college have a combined population of less than 100,000.

(3) The State share is 55 percent of the current expenses for Garrett Community College and Chesapeake College, but not more than $1,485 per full-time equivalent student.

(D) County Share.

(1) Except as otherwise provided in this subsection, the county share is 28 percent of the current expenses.

(2) The county share is 32 percent of current expenses for Garrett Community College and Chesapeake College.

(3) Any county, or the counties that support a regional community college, may pay more than its share of the current expenses.

(E) Student Share.

(1) Except as otherwise provided in this subsection, the students at each community college shall pay, through tuition and fees, at least 22 percent of current expenses.

(2) The students shall pay, through tuition and fees, 17 percent of current expenses at:

(I) Any community college with less than 500 full-time equivalent students if the county in which the community college is located has a population of less than 50,000; and

(II) Any regional community college if the counties that support the regional community college have a combined population of less than 100,000.

(3) The students, through tuition and fees, shall pay 13 percent of current expenses at Garrett Community College and Chesapeake College.

(4) This subsection does not prohibit a county or regional board of trustees from requiring students at the community college to pay more than their share of the current expenses.

16-404. COMPUTATION OF STATE AID TO COMMUNITY COLLEGES.

(A) In General.

The annual total State appropriation for the current expenses of all community colleges shall be developed in accordance with this section.

(B) Estimate of Enrollment.

(1) Each year the State Board for Community Colleges shall prepare a systemwide projection of total full-time equivalent enrollment at the community colleges in this State.

(2) This projection shall be prepared in consultation with the State Board for Higher Education and each community college and with the concurrence of the Department of Budget and Fiscal Planning.

(3) The projection shall be approved by the State Board for Community Colleges.

(C) Computation of State Share.

(1) The State Board for Community Colleges shall convert the projection of full-time equivalent enrollment into a budget request using the formula in §16-403 of this subtitle and submit it to the Governor on or before October 10 of each year. The Governor shall include the budget request in the State budget for the next fiscal year.

(2) The budget request submitted to the Governor under paragraph (1) of this subsection is final. However, on or before February 10, the State Board for Community Colleges may request additional funds to be included in any supplemental budget.

16-405. PAYMENT OF STATE SHARE.

(A) Certification to State Comptroller.

Each year, the State Board for Community Colleges shall certify to the State Comptroller:

(1) On or before July 31 and November 30 one fourth of the amount it estimates to be the State share under §16-403 of this subtitle for each community college;

(2) On or before March 31 one half of the amount it estimates to be the State share under §16-403 of this subtitle for each community college;

(3) On or before June 30 of each year, the amount necessary to bring the July, November, and March payments into balance with the actual enrollments and costs per student of each community college; and

(4) After the annual audit of each community college, any discrepancy between the payments made and the actual State share under §16-403 of this subtitle for the preceding fiscal year, which shall be compensated for in the November payment.

(B) Payment.

Within five (5) days after he receives a certification from the State Board for Community Colleges, the State Comptroller shall draw a warrant on the State Treasurer for the amount due each community college. The State Treasurer immediately shall pay the amount due to the board of trustees of the community college.

16-406. PAYMENT OF COUNTY SHARE.

(A) Certification to County Treasurer.

The State Board for Community Colleges shall certify to the treasurer of each county:

(1) On or before September 30 and March 31 of each year, one half of the amount it estimates to be the county's share under §16-403 of this subtitle; and

(2) After the annual audit of each community college, any discrepancy between the payments made and the actual amount of the county's share under §16-403 of this subtitle for the preceding fiscal year, which shall be compensated for during the fiscal year.

(B) Payment.

Within five (5) days after it receives a certification from the State Board for Community Colleges, the county shall pay the amount due to the board of trustees of the community college.

16-407. TUITION AND FEES--NONRESIDENT STUDENTS.

(A) Out-of-State Students.

Any student who attends a community college in this State and is not a resident of this State shall pay, in addition to the student tuition and fees payable by a county resident, an out-of-state fee, equal to the State share and the county share per full-time equivalent student as determined under §16-403 of this subtitle.

(B) Out-of-County or Region Students.

Any student who attends a community college not supported by his county shall pay, in addition to the student tuition and fees payable by a resident of a county that supports the community college, an out-of-county or out-of-region fee equal to the county share per full-time equivalent student as determined under §16-403 of this subtitle.

(C) Power of County to Appropriate.

Any county may appropriate money to pay the out-of-county or out-of-region fees for county residents who attend a community college in this State that is not supported by that county.

16-408. BIDS AND CONTRACTS.

(A) Application of Section.

(1) Except as provided in paragraph (2) of this subsection, this section applies to every contract for any building, improvment, equipment, or supplies that will cost more than $5,000.

(2) This section does not apply to:

(I) The purchase of books or other materials for instruction;

(II) Emergency repairs required during the regular academic year; or

(III) Any contract or purchase made by a county for a community college under procedures authorized by the county charter or an act of the General Assembly.

(B) Advertisement.

(1) The board of trustees, at least two (2) weeks before bids are to be filed, shall advertise for bids in at least one (1) newspaper published in the county.

(2) The board of trustees may name in the specifications and advertisements for bids the particular make, kind, or brand of article to be contracted for or purchased.

(C) Contract.

(1) The contract shall be awarded to the lowest responsible bidder, who conforms to the specifications, with consideration given to:

(I) The quantities involved;

(II) The time required for delivery;

(III) The purpose for which required;

(IV) The competence and responsibility of the bidder; and

(V) The ability of the bidder to perform the contract satisfactorily.

(2) The board of trustees may reject any and all bids and readvertise for other bids.

(D) Violation of Section.

A contract entered into or purchase made in violation of this section is void.

16-409. AUDITS.

(A) General Rule.

(1) Each community college in the State shall have an annual audit of its books of account, accounting procedures and principles, and other fiscal and operational methods and procedures.

(2) The county auditor may review the receipt and expenditure of budgeted funds under an adequate accounting system at any community college in the county.

(B) Chesapeake College.

The Joint Budget and Audit Committee may direct the legislative auditor to audit Chesapeake College. The auditor shall make copies of his audit available to the board and to each county that supports Chesapeake College.

SUBTITLE 5. COUNTY PROVISIONS

16-501. ANNE ARUNDEL COUNTY--BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Anne Arundel County consists of eight (8) members appointed by the Governor with the advice and consent of the Senate.

(B) Student Member--Nomination and Term of Office.

(1) One of the members shall be a regularly enrolled student in good standing at Anne Arundel Community College.

(2) The student members shall:

(I) Be a resident of Anne Arundel County;

(II) Be nominated in the manner determined by the student body of Anne Arundel Community College; and

(III) Serve for a term of one (1) year, beginning July 1 and ending on June 30.

16-502. BALTIMORE CITY--BOARD OF TRUSTEES.

The board of community college trustees for Baltimore City shall be appointed by the Mayor and City Council of Baltimore.

16-503. BALTIMORE COUNTY--BOARD OF TRUSTEES.

The board of community college trustees for Baltimore County consists of nine (9) members appointed by the Governor with the advice and consent of the Senate. Of the members:

(1) One (1) serves at large; and

(2) Eight (8) serve from the eight (8) legislative districts in Baltimore County, one (1) from each district.

16-504. BALTIMORE COUNTY--COLLECTIVE BARGAINING.

(A) In General.

The board of community college trustees for Baltimore County shall:

(1) Establish an orderly procedure for the classified employees of the county community colleges and their representatives to participate in the formulation of labor relations and personnel policies; and

(2) Recognize the right of classified employees to organize and bargain collectively through representatives of their own choosing.

(B) Rules and Regulations.

The board of trustees shall adopt rules and regulations that specify with respect to classified employees:

(1) The manner of establishing appropriate collective bargaining units and of designating exclusive bargaining representatives;

(2) The rights of the employer, the employees, and the exclusive bargaining representative;

(3) The procedure for negotiating a collective bargaining agreement with respect to wages, hours, and working conditions and the manner for resolving an impasse;

(4) The right of the exclusive bargaining representative to a checkoff of union dues;

(5) The designation of unfair labor practices and remedies for them;

(6) The definition of a grievance and the procedure for resolving grievances, which may include binding arbitration of grievances; and

(7) Any other matter necessary to carry out the purposes of this section.

(C) No Right to Strike.

This section does not authorize a strike by any classified employees.

(D) Expiration of Section.

The authority granted by this section, and any procedures, decisions, actions, or agreements made under it, shall expire if a general law on collective bargaining applicable to community colleges becomes effective.

16-505. CHARLES COUNTY--BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Charles County consists of seven (7) members appointed by the Governor with the advice and consent of the Senate. Of the members:

(1) Each shall be a resident of Charles County; and

(2) At least five (5) shall have completed sixty (60) semester hours of accredited college work.

(B) Members of Board of Education.

A member of the Charles County board of education may not serve concurrently on the board of community college trustees.

(C) Compensation.

Each member of the board is entitled to $600 a year for expenses.

16-506. CHARLES COUNTY--HEARINGS.

(A) Hearing Examiner.

The board of community college trustees for Charles County may:

(1) Appoint an individual, other than the attorney to the board, as hearing examiner; and

(2) Adopt rules governing proceedings before the hearing examiner.

(B) Duties of Hearing Examiner.

The hearing examiner:

(1) May hold an initial hearing on any matter brought before the board of trustees; and

(2) Shall submit to the board and to the parties findings of fact and conclusions of law, a transcript of the proceedings, and exhibits.

(C) Consideration of Board.

The board of trustees shall:

(1) Hear arguments, if requested by a party; and

(2) After considering the arguments and the record, decide the matter.

(D) Appeal.

The decision of the board of trustees may not be appealed.

16-507. CHESAPEAKE COLLEGE--BOARD OF TRUSTEES.

(A) Composition.

(1) The board of trustees of Chesapeake College consists of eight (8) members appointed by the Governor with the advice and consent of the House of Delegates.

(2) The county superintendents of schools in the region are not ex officio members.

(B) Term of Office.

Each member serves for a term of four (4) years.

(C) Compensation.

Each member of the board:

(1) Serves without compensation; and

(2) Is entitled to reimbursement for expenses in accordance with applicable travel regulations.

16-508. FREDERICK COUNTY--BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Frederick County consists of seven (7) members. Of the members:

(1) Each shall be a resident of Frederick County;

(2) Five (5) shall be appointed by the Governor with the advice and consent of the Senate for terms of five (5) years; and

(3) Two (2) shall be appointed by the Frederick County Board of Education from among its membership for terms of one (1) year.

(B) Two Term Limit.

A member of the board appointed by the Governor may not serve more than two (2) consecutive five-year terms.

(C) Compensation.

Each member of the board is entitled to $500 a year for expenses.

16-509. HARFORD COUNTY--BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Harford County consists of seven (7) members. Of the members:

(1) Each shall be a resident of Harford County;

(2) Five (5) shall be appointed by the Governor for terms of five (5) years; and

(3) Two (2) shall be appointed by the Harford County Board of Education from among its members for terms of one (1) year.

(B) Two Term Limit.

A member of the board appointed by the Governor may not serve for more than two (2) consecutive five-year terms.

16-510. MONTGOMERY COUNTY--BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Montgomery County consists of eight (8) members appointed by the Governor from nominees submitted by the nominating committee.

(B) Student Member--Term of Office and Qualifications.

One of the members shall be an enrolled student in good standing at Montgomery Community College. The student member:

(1) Shall be a resident of Montgomery County;

(2) May not be employed by Montgomery Community College; and

(3) Serves for a term of one (1) year, beginning July 1 and ending on June 30.

(C) Nominating Committee.

(1) The nominating committee consists of five (5) members. Of the members:

(I) Two shall be appointed by the County Council;

(II) Two shall be appointed by the County Executive; and

(III) One shall be appointed by the Montgomery Community College Alumni Association.

(2) Each member of the nominating committee:

(I) Shall be a resident of and a registered voter in Montgomery County;

(II) Shall have a knowledge of and an interest in post-secondary education;

(III) Shall have demonstrated an active interest in civic affairs;

(IV) May not be an officer of this State, Montgomery County, or any municipal corporation in Montgomery County or any of their agencies; and

(V) May not be an officer of, employed by, or subject to the authority of Montgomery Community College.

(3) (I) Each member of the nominating committee serves for a term of two (2) years from September 15 of the year of his appointment and until a successor is appointed and qualifies. These terms are staggered as required by the terms of the members serving on the board as of July 1, 1978.

(II) A member appointed to fill a vacancy in an unexpired term is appointed by the body that appointed his predecessor and serves only for the remainder of that term and until a successor is appointed and qualifies.

(4) (I) Each year, the nominating committee shall elect one of its members as its chairman.

(II) The committee may elect any other officer it requires.

(III) The committee may determine the place of its meetings and adopt rules for the conduct of its meetings.

(D) Procedure for Nomination.

(1) The nominating committee shall:

(I) Notify the public of each vacancy on the board of community collete trustees;

(II) Obtain recommendations from the faculty and students of the community college and from other interested persons; and

(III) Accept applications.

(2) The committee shall submit to the Governor the names of at least two, but not more than four of the candidates selected by the committee:

(I) On or before December 15 of the year before the term of a nonstudent member expires;

(II) On or before April 15 of each year the term of a student member expires; and

(III) When any other vacancy occurs.

(E) Assistance to Committee.

The State Board for Community Colleges shall provide assistance to the nominating committee.

16-511. MONTGOMERY COUNTY--SITE SELECTION.

(A) Request; Specifications.

(1) Before it acquires any real property for a community college, the board of community college trustees for Montgomery County shall make a written request to the commission or agency responsible for county land use planning for that commission's confidential recommendations of appropriate sites.

(2) In its request, the board of trustees may request the commission to consider any sites the board designates.

(3) The commission shall recommend sites that:

(I) Meet the college's needs;

(II) Comply with State regulations; and

(III) Conform as far as practical with the land use plans of the county.

(B) Recommendations of Commission.

(1) Within 45 days after it receives a request from the board of trustees, the commission shall send its written recommendations for sites to the board of trustees.

(2) If the board is unable to agree on a site from among the commission's recommendations, the board shall advise the County Council in writing of this fact and the Council may request that the commission reconsider the matter and resubmit recommendations for action by the board.

(C) Submission to County Council.

(1) The board of trustees shall select a preferred site and rank the other sites recommended by the commission in the order of their suitability and submit its ranking to the County Council. The board may specify certain sites as unsuitable.

(2) The County Council shall approve or disapprove the board's selection within 45 days. If the County Council disapproves the preferred site:

(I) The County Council shall indicate in writing its reasons; and

(II) The board shall select a different site from the ranking and resubmit it to the County Council.

(D) Acquisition of Site.

If the County Council approves a site, the board may proceed with acquisition as provided by law.

16-512. PRINCE GEORGE'S COUNTY--BOARD OF TRUSTEES.

(A) Composition.

The board of community college trustees for Prince George's County consists of eight (8) members.

(B) Selection--Qualifications; Term.

(1) Seven (7) of the members shall be appointed by the Governor with the advice and consent of the Senate.

(2) One of the members shall be a regularly enrolled student in good standing at Prince George's Community College. The student member shall:

(I) Be a resident of Prince George's County;

(II) Be elected by the student body of the community college in the same manner as other student government officers are elected; and

(III) Serve for a term of one year beginning July 1 and ending June 30 and if a vacancy occurs during this period, a special election shall be held to elect a successor for the remainder of that term.

(C) Cost of Election of Student Member.

The cost of any election shall be paid by the student government.

16-513. PRINCE GEORGE'S COUNTY--LEASE OF PROPERTY TO PRIVATE PERSON.

(A) In General.

Except for rentals of property under impartial policies that establish fees for various classes of renters, the board of trustees of Prince George's Community College may not lease any property to any private person unless it complies with this section.

(B) Advertisement.

(1) The board of trustees shall advertise at least two (2) weeks before the bids are due in one or more newspapers published in Prince George's County.

(C) Award of Lease.

The lease shall be awarded to the highest responsible bidder and conform to any qualifications set by the board of trustees.

16-514. PRINCE GEORGE'S COUNTY--SCHOLARSHIPS.

(A) Established.

There is a program of county scholarships for not more than 200 students at Prince George's Community College.

(B) Basis of Award.

The county scholarships shall be awarded by the community college on the basis of:

(1) Academic merit; and

(2) Financial need.

(C) Amount of Award.

Each scholarship shall pay for tuition for one (1) year.

(D) Funding.

Each year, the Prince George's County Executive shall include money for the county scholarships in the county budget.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
OPERATIONAL POLICIES AND BYLAWS

The Education Article of the Annotated Code of Maryland, Title 16,[1] *states that the Maryland State Board for Community Colleges "has Statewide responsibility for the community colleges and shall establish general policies for their position." Following are the Operational Policies and Bylaws as approved by the State Board for Community Colleges.*

OPERATIONAL POLICIES

General Policies

1.1 The community colleges shall operate in accordance with the *Maryland Standards for Two-Year Colleges* prevailing under authority of the State Board for Higher Education.

1.2 The State Board for Community Colleges shall update annually the *Statewide Master Plan for Community Colleges* and implement those sections for which it has authority.

1.3 The community colleges shall submit data in accordance with the State Board for Community Colleges' data submission schedule and format.

1.3.1 The State Board for Community Colleges will coordinate with the State Board for Higher Education and other data collection agencies in an attempt to consolidate and reduce the amount of data to be collected.

1.3.2 The State Board for Community Colleges will clearly state the purpose of each State Board form. The purpose will be stated in a way that reflects the basic problem or issue being addressed.

1.3.3 The State Board for Community Colleges will furnish a brief summary of Statewide aggregate data collected from the community colleges within six months of receipt of the data.

1.3.4 In all but emergency cases, new forms or changes in existing State Board forms will not be introduced without giving the colleges one year to prepare their systems.

1.4 The State Board for Community Colleges shall serve as the operational point of contact with respect to all State-level issues involving community colleges.

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[1] As enacted by the General Assembly and approved by the Governor on April 3, 1978.

1.5 The community colleges shall act in accordance with the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State.*

Students

2.1 Admission to community colleges shall be open:

- To all high school graduates;
- To holders of high school equivalency certificates;
- To all adults (16 years of age or older) who desire a post-high school educational experience.

Students shall be admitted to a college although not necessarily to a specific program. Community colleges shall also serve high school students in cooperation with policies established with local public school systems.

2.2 The community colleges shall act in accordance with the State Board for Higher Education Student Transfer Policies.

Degree and Certificate Programs

3.1 The community colleges shall develop and submit program proposals to the State Board for Community Colleges for review and endorsement in accordance with procedures contained in the *Maryland Community College Program Proposal Manual.*

3.2 The State Board for Community Colleges shall forward its comments on program proposals to the community college presidents with copies to the chairmen of the local boards of trustees.

3.3 Community colleges shall evaluate annually degree and certificate programs in accordance with guidelines and procedures established by the State Board for Community Colleges.

3.4 The community colleges shall not offer upper division programs leading to the baccaluareate degree.

3.5 The community colleges shall develop and maintain on open file a general outline and set of objectives for each course offered.

Finance

4.1 The State Board for Community Colleges shall submit annually in September an estimated operating and capital budget request to the Department of Budget and Fiscal Planning.

4.2 The community colleges shall prepare annual operating budgets in accordance with procedures contained in the *Financial Guidelines and Procedures Manual* and submit to the State Board for Community Colleges the locally approved budgets no later than July 1.

4.3 The community colleges shall submit to the State Board for Community Colleges, no later than October 1, signed financial and enrollment audits for the previous fiscal year.

4.4 The community colleges shall provide to the State Board for Community Colleges, no later than July 1, a report containing personnel detail, including salary schedules.

4.5 The State Board for Community Colleges will approve continuing education courses for State funding based upon the following:

4.5.1 All continuing education courses must be submitted to the State Board for Community Colleges.

4.5.2 Approval of continuing education courses will be based upon a review of course title, course description, and course objectives.

4.5.3 Recreational courses will not be approved for funding.

4.5.4 Approved continuing education courses will not receive any other State funds.

4.5.5 Procedures governing payments to the community colleges are contained in the *Financial Guidelines and Procedures Manual.*

4.5.6 Student records for enrollment in continuing education courses will be retained by the colleges for a period of not less than five years.

4.5.7 Employees of an institution who are enrolled in equated-credit offerings at their respective institutions on a tuition free basis, either through tuition waiver or by direct finance of the course work by individual college departments, will not be counted as full-time equivalent students for State reimbursement.

4.5.8 Students under sixteen years of age are not eligible for State reimbursement.

4.6 The State Board for Community Colleges will notify political subdivisions which sponsor public community colleges of their mandated share of the college's current operating expenses.

4.7 The State Board for Community Colleges shall certify to the State Comptroller the amount of State aid due to the local boards of trustees in accordance with provisions established in the Education Article of the *Annotated Code of Maryland*, Title 16, section 16-405.[1]

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[1] As enacted by the General Assembly and approved by the Governor on April 3, 1978.

4.8 A community college shall receive prior approval from the State Board for Community Colleges before entering into a contractual agreement with any organization or institution which offers instruction leading to the generation of credit which shall be submitted for State aid to community colleges.

Facilities

5.1 The community colleges shall develop and submit capital construction projects for State financial participation in accordance with the *General Public Junior or Community College or Regional Community College Construction Procedures in the State of Maryland* and the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland.*

5.2 The State Board for Community Colleges shall establish on July 1 of each year a revised capital construction project priority list.

5.3 The State Board for Community Colleges, in conjunction with the State Board for Higher Education, shall publish, no later than January 1, annual enrollment projections to be used by the community colleges in preparing capital construction projects.

5.4 Prior to submitting educational specifications for new capital projects, the community colleges shall submit to the State Board for Community Colleges for review a letter of intent and program proposal for any new program to be housed in the proposed facility.

5.5 For the purpose of determining the statutory limit on State financial participation in community college capital improvement projects, the proposed capacity of the college in number of students shall be defined as the projected ten-year full-time equivalent enrollment.

Community College Board of Trustees

6.1 Boards of trustees shall forward copies of all approved board minutes to the State Board for Community Colleges.

6.2 Boards of trustees shall publish and submit to the State Board for Community Colleges current policies for the employment and retention of faculty and staff.

6.3 Boards of trustees shall submit to the State Board for Community Colleges their current procedures for institutional governance.

6.4 Boards of trustees shall submit to the State Board for Community Colleges their current institutional policies for the evaluation of faculty and staff.

State Board for Community Colleges

7.1 The State Board for Community Colleges shall provide equal employment opportunities for all regardless of race, religion, sex, or national origin.

7.2 The executive director of the State Board for Community Colleges shall annually evaluate the performance of each employee of the State Board and present copies of that evaluation to the employees and the State Board.

7.3 Personnel vacancies at the State Board for Community Colleges shall be filled in accordance with the following Affirmative Action Policies established by the State Board.

7.3.1 The State Board for Community Colleges will make every effort to disseminate information about vacancies to minority group members and to women. In addition, the State Board for Community Colleges will encourage minority group members and women to apply for available positions.

7.3.2 All criteria and qualifications will be carefully evaluated to insure that they (i) are clearly stated; (ii) relate specifically to the job being described; and (iii) allow for and recognize training, education, background, and experience which are appropriate to the job although perhaps different from traditional requirements.

7.3.3 The candidate selection process for employment and for promotion will be carefully reviewed, especially the ways by which job criteria are applied to individual candidates, to insure full equality of opportunity in the selection process.

7.3.4 The executive director of the State Board for Community Colleges will designate a staff professional as the equal employment opportunity officer to continually review the affirmative action plan developed from the above policies and to revise the plan as necessary.

BYLAWS

Article I. Meetings

1 - Regular Meetings. The Board shall meet regularly and, as far as practicable, on the second Thursday of each month; but the date for any regular meeting may be changed by the majority of those voting at any previous regular meeting. All meetings of the Board shall be held in the State of Maryland.

2 - Special Meetings. A special meeting of the Board may be called at any time by the chairman, the vice-chairman, or any three members upon request in writing delivered to the secretary who shall forthwith cause written notice thereof to be made in accordance with section 4 of this article. Any such special meeting shall be held at such place within the State of Maryland as may be designated from time to time by the Board. The Board shall keep full and fair accounts of its transactions; and copies of the minutes of each regular and special meeting shall be promptly mailed to each member. Copies of all regular or special meeting minutes shall be made available to the public by request.

3 - Executive Meetings. An executive meeting may be called at any time by the chairman, vice-chairman, or any three members upon request. The Board shall keep full and fair accounts of its transactions and copies of the minutes shall be mailed only to Board members unless otherwise designated by the Board chairman.

4 - Notice of Meetings. Notice of the place, day, and hour of each regular and special meeting shall be given in writing to each Board member three days (or more) before the meeting by delivering the same to him personally; by telephone; by sending the same to him by telegraph; by leaving the same at his residence or usual place of business; or, in the alternative, by mailing such notice five days (or more) before the meeting, first class postage prepaid, and addressed to him at his last known post office address according to the records of the Board. Any meeting of the Board, regular, executive, or special, may adjourn from time to time to reconvene at the same or some other place and no notice need be given of any such adjourned meeting other than by announcement at the meeting at which the adjournment takes place.

5 - Quorum. At all meetings of the Board, five members shall constitute a quorum for the transaction of business. Except in cases in which it is by law, by these Bylaws, or by the rules and regulations adopted by this Board in accordance with law, otherwise provided, the affirmative vote of a majority of the members present at a duly constituted meeting shall be sufficient to elect and to pass any measure. In the absence of a quorum, the members present by majority vote and without notice other than by announcement may adjourn the meeting from time to time until a quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally provided, noticed, or consented to.

In the absence of a meeting, at the request of the executive director and concurrence of the chairman, the Board may be polled by telephone or by mail for a majority vote on business transactions. Actions taken by mail or telephone must be ratified at the next meeting of the Board.

6 - Agenda. The executive director shall, in consultation with the chairman, prepare the agenda for each meeting of the Board and distribute it in advance with the notice of the meeting. Items may be added to the agenda at the meeting by a vote of the majority of the Board. Persons other than Board members wishing to place items on the agenda of the Board meeting shall notify the executive director in writing no later than 48 hours in advance. Agenda items requested by persons other than Board members shall be placed on the agenda if approved by the executive director in consultation with the chairman.

Article II. Officers

1 - Officers. The Board shall choose from among its members a chairman and a vice-chairman. The executive director shall serve as secretary-treasurer to the State Board for Community Colleges.

2 - Term. Election of the chairman and vice-chairman shall take place at the regular meeting in June of each year. Officers shall take office immediately following the election. An individual may be elected to any number of terms. Any vacancy in any of the above offices may be filled by the Board at any regular or special meeting.

3 - Chairman. The chairman shall preside at all meetings of the Board, shall call special meetings of the Board as he deems it necessary, and shall sign all necessary legal documents approved by the Board. He may appoint such committees as he or the Board deems necessary.

4 - Vice-Chairman. The vice-chairman, at the request of the chairman, in his absence, or during his inability to act, shall perform the duties and exercise the functions of the chairman and when so acting shall have the powers and perform such other duties as may be assigned to him by the Board or the chairman.

5 - Secretary. The executive director, as secretary, shall be responsible for keeping the minutes of the meetings of the Board. He shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law; he shall be custodian of the records of the Board; and, in general, he shall perform all duties incident to the office of a secretary of a board and such other duties as from time to time may be assigned to him by the Board or chairman.

6 - Treasurer. The executive director, as treasurer, shall have charge of and be responsible for all funds, receipts, and disbursements of the Board. He shall render to the chairman and the Board, whenever requested, an account of the financial condition of the Board; and, in general, he shall perform all the duties incident to the office of treasurer of a board of a corporation and other such duties as may be assigned to him by the Board or the chairman.

7 - Removal. Any officer of the Board may be removed as an officer of the Board, with or without cause, by vote of a majority of the entire Board at any regular meeting or at any special meeting called for that purpose.

Article III. Amendments.

1 - Amendments. Any and all provisions of these Bylaws may be altered or repealed and new Bylaws may be adopted at any regular meeting of the members or at any special meeting called for that purpose upon the affirmative vote of a majority of the entire Board.

APPENDIX C

RATIONALE, AUTHORITY, TIMETABLE, AND DEFINITIONS FOR STUDENT ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING IN MARYLAND COMMUNITY COLLEGES

RATIONALE

As part of its overall planning function, the State Board for Higher Education (SBHE) annually prepares and updates total enrollment projections for the three public sectors and the private sector of higher education in Maryland. The State Board for Higher Education model takes into consideration such factors as actual births, high school enrollments, high school graduates, age distribution, migration patterns, college enrollment, and survival rates. The SBHE projects full-time, part-time, and total headcount for each segment for ten calendar years.

In addition, the State Board for Higher Education projects full-time equivalent enrollment for the ten-year period. When the gross projected enrollment totals are determined by the model, the State Board for Community Colleges projects the enrollment for each community college based upon previous performance and taking into account factors and trends which relate to individual institutions. These individual college enrollment projections form the basis for the annual State Board for Community Colleges Master Plan update in long-range facilities planning. Using certified data submitted by the colleges, the executive director of the State Board for Community Colleges determines the projected full-time day equivalent (FTDE) enrollment for each institution. This is done by determining the percent of institutional contact hours generated between the hours of 8:00 a.m. and 5:00 p.m. and multiplying the percentage times the total institutional full-time equivalent enrollment (FTE x percent day contact hours = FTDE).

Facilities in Maryland public two-year colleges are built using either the five-year or ten-year FTDE projections for specific facilities. Only students who attend each campus in either credit or equated credit courses are eligible for computing the contact hours. Continuing education enrollment does not contribute to the projected enrollment.

AUTHORITY

The *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland*, approved by the Maryland Board of Public Works in November 1974, require that enrollment projections used by the colleges for facilities planning "will be revised and agreed upon no later than January 1 by the State Board for Community Colleges and the State Board for Higher Education." (Guidelines, Part B, 1.6.)

The Guidelines further state that "full-time day (8:00 a.m. to 5:00 p.m.) students and part-time day students shall be equated to full-time day equivalent (FTDE) students, which count, used in conjunction with space factors, will be a major basis for determining space needs. Only students attending the campus for which space needs are being computed shall be counted. The full-time day equivalent count for each college is to be determined and certified by the executive director of the State Board for Community Colleges in accordance with the accepted Statewide definitions promulgated by the Maryland State Board for Higher Education." (Guidelines, Part B, 1.3-1.4.)

TIMETABLE

The enrollment projections used by the colleges in determining space allocations must be revised annually prior to January 1 and agreed upon by the State Board for Community Colleges and the State Board for Higher Education. The normal schedule for preparing and releasing these projections will be:

November 1 - Opening Fall enrollments submitted to the State Board for Community Colleges and the State Board for Higher Education by the colleges. (HEGIS)

December 1 - Preliminary projections prepared by the State Board for Higher Education and the State Board for Community Colleges and sent to each college for review.

December 15 - College response to preliminary projections submitted to the State Board for Community Colleges.

January 1 - Final enrollment projections released to colleges by the State Board for Community Colleges.

June 1 - Bond proposal projects based upon approved enrollment projections as of the previous January 1 submitted to the State Board for Community Colleges.

DEFINITIONS

Full-time student - Those students whose academic load--course work or other required activity--is at least 75 percent of the normal full-time load.

Normal full-time load - Usually determined by dividing the total number of credits required for completing the program by the number of terms normally required to obtain them.

Part-time student - Those students whose academic load--course work or other required activity--is less than 75 percent of the normal full-time load.

Full-time equivalent enrollment - One third part-time enrollment plus full-time enrollment (1/3 PT + FT = FTE).

Student contact hour - Number of clock hours student spends in interacting with all modes of instruction utilized in course.

Full-time day equivalent enrollment - Percentage of institutional student contact hours generated between 8:00 a.m. and 5:00 p.m. times full-time equivalent enrollment (percent day institutional contact hours x FTE = FTDE).

SUMMARY

Student enrollment projections for community colleges must have the built-in flexibility of annual revision. The State Board for Higher Education's (formerly Maryland Council for Higher Education) report *The Outlook for Enrollments in Higher Education in Maryland Throughout the 80's* states: "Various factors may alter the trends used in the projections, such as a major economic disaster, a prolonged energy crisis, increased need for men in the armed forces, and a change in net migration rates. However, there is no reason to assume that any of these will occur at this time. However, the enrollment model is constructed to accept alternative assumptions and an annual update of the relevant data in the model is planned."

Additionally, when distributing the total community college segmental enrollment among the institutions, various judgmental factors must be considered, such as the opening of new colleges or campuses, the construction of large suburban communities or housing developments, implementation of rapid transit systems, and the construction of new facilities.

Finally, the State Board for Higher Education's report in dealing with segmental projections, makes the point that ". . . the total projected enrollment is probably fixed since it is primarily based on births, migration, high school graduation, and rates of college attendance; but the segmental distribution is somewhat flexible. This means that an individual segment through recruiting and other practices that attract additional students in significant numbers over those that are projected will probably not be attracting new students into higher education but will be attracting students at the expense of one of the other segments. The danger exists, therefore, that uncoordinated growth would result in a poor distribution of facilities, programs, and faculties." Thus, the segmental projections developed by the SBHE can be altered simply if one segment's actual performance in attracting additional students consistently exceeds its projections while another segment fails to reach its projected enrollment.

MARYLAND COMMUNITY COLLEGES
SELECTED STATISTICAL DATA FISCAL YEAR 1978

Information in this appendix is compiled from a series of reports submitted to the State Board for Community Colleges by the colleges. The State Board commends the HEGIS report coordinators in each college for their assistance.

ENROLLMENT

Opening Fall 1977 credit enrollment indicates the Maryland community colleges enrolled 84,887 credit students. Full-time enrollment increased from 24,070 in 1973 to 29,278 in 1977, an increase of 22 percent. From 1973 to 1977 part-time enrollment grew from 34,646 to 55,609, an increase of 61 percent. Part-time enrollment accounted for 66 percent of the total enrollment in Fall 1977.

Of the total enrollment, 88 percent attended colleges in their own political subdivision; 9 percent attended out-of-county colleges; and 3 percent attended from out-of-state (Table 5-D).

Maryland community colleges enrolled students from diverse ethnic and cultural heritages. Of the 84,887 total enrollment, 17,740 were from Asian, Black, Hispanic, or Indian descent. The proportion of Black students in community colleges has grown from 9.9 percent in 1970 to 19 percent in 1977 (Tables 3-D and 4-D).

In Fall 1977, 98 percent of Maryland's residents lived in geographic areas served by a community college. Approximately 19 of every 1,000 Maryland citizens were enrolled for credit courses in a community college (Table 8-D).

DEGREES CONFERRED

Associate in arts degrees were awarded to 6,374 students in FY 1976 with 3,325 of these awarded in occupational areas (Tables 9-D and 10-D). The major areas of concentration and percent among the occupational degrees awarded were:

Program Area	1977 Degrees	1977 Percent	1971 Percent
Health Service	1,247	38%	40%
Business & Commerce	767	23	18
Public Service	737	22	12
Data Processing	257	8	-
Engineering Related	243	7	10
Natural Science	74	2	-
Other	-	-	20

Health Service is clearly the dominant career preparation in the community colleges. Public Service programs have experienced a great increase in proportion of graduates, rising from 12 percent in FY 1971 to 22 percent in FY 1977. Typical Public Service programs are Law Enforcement, Teacher Aide, and Recreation Leadership.

Table 10-D compares the degrees and certificates awarded in Maryland community colleges over a five-year period. The proportion of associate in arts degrees awarded in the transfer category has shown a continued decline. In 1972, 61 percent of all degrees awarded were in transfer areas while in 1977, 48 percent were in transfer areas.

FINANCE

Total operating funds expended by Maryland community colleges over the period FY 1969-FY 1977 have increased from $24,279,078 to $116,313,149 (Tables 11-D and 12-D).

In FY 1977, current funds revenues totaled $114,881,828 of which the State contributed $40,085,792. Maryland community colleges reported the assessed book value of land, buildings, and equipment at $209,078,059. The State of Maryland has authorized the expenditure of $111,000,000 for the purpose of constructing community college facilities over the past twelve years. Since the local political subdivisions in most cases have matched funds, it is estimated that over $220,000,000 has been authorized in that time for Maryland community college facilities.

Table 15-D indicates the current schedule of tuition charged by the individual colleges. A wide range and variety of fees are also charged by the colleges but are not included in this report.

EMPLOYEES

As of October 1977, community colleges employed 7,439 persons, up 3 percent from 1976. There are 954 persons employed who are from minority races. Minority employment among faculty has increased from 7 percent in 1975 to 8 percent in 1977.

Table I-D

MARYLAND COMMUNITY COLLEGES

CREDIT ENROLLMENTS FALL 1977

College	First-Time			Transfer			Occupational			Undeclared Program			TOTAL		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	1,019	421	1,440	294	94	388	956	310	1,266	28	193	221	1,278	597	1,875
Anne Arundel	1,873	3,236	5,109	1,416	2,625	4,041	822	1,765	2,587	-	-	-	2,238	4,390	6,628
Baltimore	1,286	1,153	2,439	1,490	1,587	3,077	2,280	2,404	4,684	256	1,135	1,391	4,026	5,126	9,152
Catonsville	993	2,585	3,578	1,512	4,813	6,325	1,172	3,082	4,254	-	-	-	2,684	7,895	10,579
Cecil	126	247	373	188	213	401	171	277	448	53	415	468	412	905	1,317
Charles	252	555	807	420	743	1,163	229	1,024	1,253	5	143	148	654	1,910	2,564
Chesapeake	200	71	271	212	141	353	203	494	697	-	3	3	415	638	1,053
Dundalk	216	513	729	232	495	727	301	811	1,112	97	415	512	630	1,721	2,351
Essex	1,078	1,671	2,749	1,305	2,304	3,609	1,424	3,344	4,768	89	1,139	1,228	2,818	6,787	9,605
Frederick	430	886	1,316	280	585	865	190	279	469	192	373	565	662	1,237	1,899
Garrett	110	126	236	149	123	272	120	95	215	-	137	137	269	355	624
Hagerstown	380	539	919	469	331	800	434	574	1,008	2	306	308	905	1,211	2,116
Harford	770	961	1,731	708	917	1,625	364	713	1,077	32	860	892	1,104	2,490	3,594
Howard	257	750	1,007	222	427	649	313	450	763	66	751	817	601	1,628	2,229
Montgomery:															
Rockville	1,967	2,056	4,023	2,330	1,352	3,682	1,405	1,126	2,531	1,148	4,555	5,703	4,883	7,033	11,916
Takoma Park	492	583	1,075	521	535	1,056	317	404	721	261	750	1,011	1,099	1,689	2,788
Germantown	-	132	132	-	40	40	-	24	24	1	399	400	1	463	464
Prince George's	1,488	1,421	2,909	2,508	3,537	6,045	1,754	3,304	5,058	184	2,467	2,651	4,446	9,308	13,754
Wor-Wic Tech	31	12	43	9	15	24	144	211	355	-	-	-	153	226	379
TOTAL	12,968	17,918	30,886	14,265	20,877	35,142	12,599	20,691	33,290	2,414	14,041	16,455	29,278	55,609	84,887
Percent of Total	15%	21%	36%	17%	25%	42%	15%	24%	39%	3%	16%	19%	35%	65%	100%

F-T = Full-time
P-T = Part-time

SOURCE: SBHE S-1

MARYLAND COMMUNITY COLLEGES

COMPARISON OF 1975, 1976, AND 1977 OPENING FALL ENROLLMENT BY STUDENT STATUS

	Full-time					Part-time					TOTAL				
College	Fall 1975	Fall 1976	% Incr. (Decr.) 1975 - 1976	Fall 1977	% Incr. (Decr.) 1976 - 1977	Fall 1975	Fall 1976	% Incr. (Decr.) 1975 - 1976	Fall 1977	% Incr. (Decr.) 1976 - 1977	Fall 1975	Fall 1976	% Incr. (Decr.) 1975 - 1976	Fall 1977	% Incr. (Decr.) 1976 - 1977
Allegany	1,080	1,287	19.2	1,278	(.7)	549	545	(.7)	597	9.5	1,629	1,832	12.5	1,875	2.3
Anne Arundel	2,202	2,343	6.4	2,238	(4.5)	3,466	4,201	21.2	4,390	4.5	5,668	6,544	15.5	6,628	1.3
Baltimore	3,596	3,805	5.8	4,026	5.8	6,060	5,646	(6.8)	5,126	(9.2)	9,656	9,451	(2.1)	9,152	(3.2)
Catonsville	2,862	2,862	-	2,684	(6.2)	7,043	7,465	6.1	7,895	5.8	9,905	10,327	4.3	10,579	2.4
Cecil	556	546	2.8	412	(24.5)	820	813	(.9)	905	11.3	1,376	1,359	(1.2)	1,317	(3.1)
Charles	675	673	.3	654	(2.8)	1,440	1,507	4.7	1,910	26.7	2,115	2,180	3.1	2,564	17.6
Chesapeake	294	325	10.5	415	27.7	427	496	16.2	638	28.6	721	821	13.9	1,053	28.3
Dundalk	720	680	(5.6)	630	(7.4)	1,372	1,544	12.5	1,721	11.5	2,092	2,224	6.3	2,351	5.7
Essex	2,979	3,023	1.4	2,818	(6.8)	5,748	6,473	12.6	6,787	4.9	8,727	9,496	8.8	9,605	1.1
Frederick	578	621	7.4	662	6.6	1,096	1,095	(.1)	1,237	13.0	1,674	1,716	2.5	1,899	10.7
Garrett	195	256	31.3	269	5.1	246	263	6.9	355	35.0	441	519	17.7	624	20.2
Hagerstown	876	931	6.3	905	(2.8)	1,048	1,041	2.2	1,211	16.3	1,924	1,972	2.5	2,116	7.3
Harford	1,199	1,127	(6.0)	1,104	(2.0)	1,982	2,273	14.7	2,490	9.5	3,181	3,400	6.9	3,594	5.7
Howard	542	564	4.1	601	6.6	1,426	1,459	2.3	1,628	11.6	1,968	2,023	2.8	2,229	10.2
Montgomery:															
Rockville	4,827	4,771	1.2	4,883	2.3	6,334	6,414	1.3	7,033	9.7	11,161	11,185	.2	11,916	6.5
Takoma Park	1,026	1,017	(.9)	1,099	8.1	1,531	1,516	(1.1)	1,689	11.4	2,557	2,533	(.9)	2,788	10.1
Germantown	-	-	-	1	-	189	266	40.7	463	74.1	189	266	40.7	464	74.4
Prince George's	3,970	4,060	2.3	4,446	9.5	7,286	7,855	7.8	9,308	18.5	11,256	11,915	5.9	13,754	15.4
Wor-Wic Tech	-	63	-	153	142.9	-	129	-	226	75.2	-	192	-	379	97.4
TOTAL	28,177	28,954	2.8	29,278	1.1	48,063	51,001	6.1	55,609	9.0	76,240	79,955	4.9	84,887	6.2

Incr. = Increase
(Decr.) = Decrease

SOURCE: SBHE S-1

Table 3-D

MARYLAND COMMUNITY COLLEGES

ENROLLMENT BY RACE FALL 1977

College	Asian		Black		American Hispanic		American Indian		White		Foreign		All Other/ Race Unknown		TOTAL	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	2	1	20	11	-	1	2	1	1,248	582	-	-	6	1	1,278	597
Anne Arundel	28	26	158	309	21	47	18	33	2,013	3,975	-	-	-	-	2,238	4,390
Baltimore	12	18	3,227	3,667	11	8	5	4	532	1,221	117	91	122	117	4,026	5,126
Catonsville	18	47	426	817	7	26	6	9	2,057	5,897	2	1	168	1,098	2,684	7,895
Cecil	1	1	28	28	2	1	-	-	376	867	3	2	2	6	412	905
Charles	9	10	75	166	2	6	1	7	556	1,705	4	3	7	13	654	1,910
Chesapeake	1	2	72	47	-	-	-	-	342	589	-	-	-	-	415	638
Dundalk	1	10	82	117	-	3	4	2	537	1,575	-	-	6	14	630	1,721
Essex	12	22	189	213	5	14	8	7	2,502	6,227	-	-	102	304	2,818	6,787
Frederick	3	10	18	53	2	3	2	2	637	1,169	-	-	-	-	662	1,237
Garrett	-	-	3	-	-	-	-	-	266	355	-	-	-	-	269	355
Hagerstown	1	7	90	46	2	5	1	2	809	1,148	-	-	2	3	905	1,211
Harford	16	13	94	125	7	12	1	4	760	1,628	-	-	226	708	1,104	2,490
Howard	9	21	85	178	7	11	-	3	450	1,175	5	25	45	215	601	1,628
Montgomery:																
Rockville	76	104	249	388	54	95	6	15	3,642	5,361	511	289	345	781	4,883	7,033
Takoma Park	51	51	201	347	29	47	2	3	518	994	210	140	88	107	1,099	1,689
Germantown	-	8	-	36	-	3	-	1	1	350	-	1	-	64	1	463
Prince George's	89	157	1,276	3,136	55	111	15	33	2,960	5,816	51	55	-	-	4,446	9,308
Wor-Wic Tech	-	-	67	65	-	-	-	-	86	161	-	-	-	-	153	226
TOTAL	329	508	6,360	9,749	204	393	71	126	20,292	40,795	903	607	1,119	3,431	29,278	55,609

F-T = Full-time
P-T = Part-time

SOURCE: SBHE S-1 and Student Data

Table 4-D

MARYLAND COMMUNITY COLLEGES

COMPARISON OF 1975, 1976, AND 1977 BLACK STUDENT FALL ENROLLMENT

College	1975			% of Total Enrollment	1976			% of Total Enrollment	1977			% of Total Enrollment	Change in Percent 1975-1977
	F-T	P-T	Total		F-T	P-T	Total		F-T	P-T	Total		
Allegany	21	5	26	1.6	27	10	37	2.0	20	11	31	1.7	+ .1%
Anne Arundel	119	214	333	5.9	156	277	433	6.6	158	309	467	7.0	+ 1.1
Baltimore	2,750	4,288	7,038	72.9	3,016	4,187	7,203	76.2	3,227	3,667	6,894	75.3	+ 2.4
Catonsville	301	659	960	9.7	377	794	1,171	11.3	426	817	1,243	11.7	+ 2.0
Cecil	43	22	65	4.7	41	21	62	4.6	28	28	56	4.3	- .4
Charles	46	146	192	9.1	50	135	185	8.5	75	166	241	9.4	+ .3
Chesapeake	53	39	92	12.8	61	42	103	12.5	72	47	119	11.3	- 1.5
Dundalk	79	84	163	7.8	92	116	208	9.4	82	117	199	8.5	+ .7
Essex	105	151	256	2.9	191	213	404	4.3	189	213	402	4.2	+ 1.3
Frederick	28	70	98	5.9	23	77	100	5.8	18	53	71	3.7	- 2.2
Garrett	-	-	-	-	-	1	1	.2	3	-	3	.5	+ .5
Hagerstown	50	35	85	4.4	68	34	102	5.2	90	46	136	6.4	+ 2.0
Harford	113	131	244	7.7	101	65	166	4.9	94	125	219	6.1	- 1.6
Howard	109	179	288	14.6	78	188	266	13.1	85	178	263	11.8	- 2.8
Montgomery	328	590	918	6.6	346	613	959	6.9	450	771	1,221	8.0	+ 1.4
Prince George's	873	2,090	2,963	26.3	998	2,386	3,384	28.4	1,276	3,136	4,412	32.1	+ 5.8
Wor-Wic Tech	-	-	-	-	18	28	46	24.0	67	65	132	34.8	+ 34.8
TOTAL	5,018	8,703	13,721	18.0	5,643	9,187	14,830	18.5	6,360	9,749	16,109	19.0	+ 1.0%

F-T = Full-time
P-T - Part-time

SOURCE: SBHE S-1

Table 5-D

MARYLAND COMMUNITY COLLEGES

COMPARISON OF IN-COUNTY/CITY, OUT-OF-COUNTY/CITY, OUT-OF-STATE OPENING ENROLLMENT FALL 1977

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	992	529	1,521	154	25	179	132	43	175	1,278	597	1,875
Anne Arundel	2,200	4,342	6,542	29	45	74	9	3	12	2,238	4,390	6,628
Baltimore	3,682	4,501	8,183	178	465	643	166	160	326	4,026	5,126	9,152
Catonsville	1,850	5,454	7,304	831	2,431	3,262	3	10	13	2,684	7,895	10,579
Cecil	392	855	1,247	7	20	27	13	30	43	412	905	1,317
Charles	551	1,602	2,153	96	230	326	7	78	85	654	1,910	2,564
Chesapeake	385	580	965	30	58	88	-	-	-	415	638	1,053
Dundalk	544	1,587	2,131	84	132	216	2	2	4	630	1,721	2,351
Essex	2,337	5,982	8,319	465	804	1,269	16	1	17	2,818	6,787	9,605
Frederick	600	1,190	1,790	58	42	100	4	5	9	662	1,237	1,899
Garrett	211	323	534	32	19	51	26	13	39	269	355	624
Hagerstown	788	1,032	1,820	27	37	64	90	142	232	905	1,211	2,116
Harford	1,056	2,448	3,504	31	34	65	17	8	25	1,104	2,490	3,594
Howard	555	1,504	2,059	38	98	136	8	26	34	601	1,628	2,229
Montgomery:												
Rockville	4,202	6,326	10,528	63	237	300	618	470	1,088	4,883	7,033	11,916
Takoma Park	773	1,368	2,141	42	89	131	284	232	516	1,099	1,689	2,788
Germantown	1	453	454	-	8	8	-	2	2	1	463	464
Prince George's	4,181	8,846	13,027	98	246	344	167	216	383	4,446	9,308	13,754
Wor-Wic Tech	145	220	365	8	-	8	-	6	6	153	226	379
TOTAL	25,445	49,142	74,587	2,271	5,020	7,291	1,562	1,447	3,009	29,278	55,609	84,887
Percent of Total Enrollment			88%			9%			3%			100%

F-T = Full-time
P-T = Part-time

SOURCE: SBHE S-4

Table 6-D

MARYLAND COMMUNITY COLLEGES

CREDIT ENROLLMENT PROJECTIONS FOR PHYSICAL FACILITIES PLANNING
FALL 1978 - FALL 1987

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Credit FTE	Credit FTDE
1973[a]	24,070	34,646	58,716	35,619	27,568
1974[a]	24,235	40,444	64,679	37,716	28,597
1975[a]	28,177	48,063	76,240	44,196	31,529
1976[a]	28,954	51,001	79,955	45,934	34,510
1977[a]	29,278	55,609	84,887	47,748	34,971
1978	30,370	60,177	90,547	50,000	36,813
1979	31,254	64,409	95,663	52,800	38,488
1980	31,952	68,001	99,953	55,300	39,871
1981	32,450	70,965	103,415	57,100	40,957
1982	32,783	73,410	106,193	58,300	41,795
1983	32,981	75,420	108,401	59,100	42,573
1984	33,038	77,075	110,113	59,300	42,872
1985	32,983	78,424	111,407	59,600	43,161
1986	32,842	79,539	112,381	59,700	43,329
1987	32,674	80,470	113,144	59,700	43,433

[a] Actual enrollments.

FTE = Full-time Equivalent (full-time + 1/3 part-time)
FTDE = Full-time Day Equivalent

SOURCE: SBHE

Table 7-D

MARYLAND COMMUNITY COLLEGES

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING FOR PLANNING PERIOD JULY 1978 - JULY 1979

	Fall		Fall			FTE % Increase (Decrease)		Fall			FTDE % Increase (Decrease)		% Day Contact Hours	FY 1983 Projected		FY 1988 Projected	
	1975	1976	1977			1975-1976	1976-1977	1975	1976	1977	1975-1976	1976-1977	1977				
College	FTE	FTE	F-T	P-T	FTE			FTDE	FTDE	FTDE				FTE	FTDE	FTE	FTDE
Allegany	1,263	1,469	1,278	597	1,477	16.3	.5	922	984	1,004	6.7	2.0	68	1,710	1,163	1,711	1,163
Anne Arundel	3,357	3,744	2,238	4,390	3,701	11.5	(1.2)	2,484	2,621	2,775	5.5	5.9	75	4,514	3,386	4,633	3,475
Baltimore	5,616	5,687	4,026	5,126	5,735	1.3	8	3,931	4,322	4,137	9.9	(3.1)	73	6,856	5,005	6,974	5,091
Catonsville	5,210	5,350	2,684	7,895	5,315	2.7	(.7)	2,657	3,799	3,614	4.3	(4.9)	68	6,606	4,492	6,843	4,653
Cecil	829	817	412	905	714	(1.4)	(12.6)	431	580	421	34.6	(27.4)	59	851	503	876	517
Charles	1,155	1,175	654	1,910	1,291	1.7	9.9	785	717	1,136	(8.7)	58.4	88	1,602	1,410	1,661	1,462
Chesapeake	436	490	415	638	628	12.3	28.2	301	352	433	16.9	23.1	69	759	523	774	534
Dundalk	1,177	1,195	630	1,721	1,204	1.5	.8	624	633	638	1.4	10.3	58	1,492	866	1,541	894
Essex	4,895	5,179	2,818	6,787	5,080	5.8	1.9	3,720	3,884	3,759	4.4	(3.2)	74	6,252	4,626	6,447	4,771
Frederick	943	986	662	1,237	1,074	4.6	8.9	632	710	741	12.3	4.4	69	1,306	901	1,339	924
Garrett	277	344	269	355	387	24.2	12.5	199	196	197	(1.5)	-	51	461	235	469	239
Hagerstown	1,225	1,258	905	1,211	1,308	2.7	3.9	1,029	1,069	1,112	3.9	4.0	85	1,495	1,271	1,517	1,289
Harford	1,860	1,885	1,104	2,490	1,934	1.3	2.6	1,358	1,357	1,431	-	5.5	74	2,373	1,756	2,443	1,808
Howard	1,017	1,050	601	1,628	1,144	3.2	9.0	742	809	823	9.0	1.8	72	1,415	1,019	1,465	1,055
Montgomery	8,537	8,520	5,983	9,185	9,044	(.1)	6.2	7,171	7,213	7,597	.5	5.3	84	10,907	9,162	11,136	9,354
Prince George's	6,399	6,678	4,446	9,308	7,548	4.4	13.0	4,543	5,209	4,982	14.7	(4.4)	66	9,234	6,094	9,492	6,265
Wor-Wic Tech	-	107	153	226	228	-	113.0	-	55	128	-	132.7	56	288	161	293	165
TOTAL	44,196	45,934	29,278	55,609	47,812	3.9	4.1	31,529	34,510	35,038	9.5	1.5		58,121	42,573	59,614	43,659

F-T = Full-time
P-T = Part-time
FTE = Full-time Equivalent
FTDE = Full-time Day Equivalent

SOURCE: SBCC

Table 8-D

MARYLAND COMMUNITY COLLEGES

COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED

College (Political Subdivision)	Population Projections for July 1, 1977	Total In-County/City Enrollment Fall 1977	% of Population Enrolled Fall 1977
Allegany	81,900	1,521	1.85
Anne Arundel	359,500	6,542	1.81
Baltimore (City)	819,900	8,183	1.00
Catonsville, Dundalk, Essex (Baltimore County)	645,100	17,754	2.75
Cecil	56,900	1,247	2.19
Charles	64,900	2,153	3.31
Chesapeake (Caroline, Kent, Queen Anne's and Talbot Counties)	86,500	965	1.11
Frederick	101,000	1,790	1.77
Garrett	25,100	534	2.12
Hagerstown (Washington County)	110,300	1,820	1.65
Harford	143,000	3,504	2.45
Howard	112,000	2,059	1.83
Montgomery	589,700	13,123	2.22
Prince George's	683,200	13,027	1.90
Wor-Wic Tech (Worcester, Wicomico, Dorchester, and Somerset Counties)	138,900	365	.26
TOTAL	4,017,900	74,587	1.85

Total population not served by a community college Fall 1977 - 82,600 (1.97 percent of population).
Total estimated State population July 1, 1977 - 4,186,500.
Estimated student population of State not served by a community college Fall 1977 - 1,528.

NOTE: Calvert and St. Mary's Counties were not being served by a community college in Fall 1977. Carroll County is being served by Catonsville Community College.

SOURCE OF DATA FOR COUNTY POPULATION: State Department of Health and Mental Hygiene
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: MCHE S-4

Table 9-D

MARYLAND COMMUNITY COLLEGES
SUMMARY OF DEGREES AND OTHER FORMAL AWARDS CONFERRED
FISCAL YEAR 1977

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees					
					Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	62	252	61	191	33	6	109	11	26	6
Anne Arundel	30	552	276	276	89	43	66	22	6	50
Baltimore	22	845	288	557	114	28	195	19	6	195
Catonsville	241	666	308	358	59	28	140	37	-	94
Cecil	2	70	34	36	18	-	5	5	-	8
Charles	30	178	109	69	14	11	-	22	12	10
Chesapeake	12	89	65	24	8	-	3	4	2	7
Dundalk	26	141	105	36	11	-	-	7	-	18
Essex	31	718	402	316	53	12	162	1	-	88
Frederick	18	126	57	69	30	4	23	7	-	5
Garrett	4	43	24	19	2	-	-	-	10	7
Hagerstown	17	288	164	124	28	5	37	11	5	38
Harford	57	295	200	95	7	11	46	11	7	13
Howard	38	189	86	103	26	9	56	12	-	-
Montgomery:										
Rockville	105	719	401	318	136	43	-	30	-	109
Takoma Park	20	271	69	202	6	5	189	-	-	2
Prince George's	11	932	400	532	133	52	216	44	-	87
Wor-Wic Tech	2	-	-	-	-	-	-	-	-	-
TOTALS	728	6,374	3,049	3,325	767	257	1,247	243	74	737
Percent of Total AA Degrees		100%	48%	52%	12%	4%	19.5%	4%	1%	11.5%

AA = Associate in Arts

SOURCE: SBHE D

Table 10-D

MARYLAND COMMUNITY COLLEGES
COMPARISON OF 1973, 1974, 1975, 1976, AND 1977 DEGREES AND CERTIFICATES AWARDED
FISCAL YEARS

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Awarded (Less Than Two-Year)				
	1973	1974	1975	1976	1977	1973	1974	1975	1976	1977	1973	1974	1975	1976	1977
Allegany	49	43	40	58	61	120	145	181	180	191	1	19	31	28	62
Anne Arundel	154	237	282	303	276	121	145	192	242	276	3	16	29	36	30
Baltimore	351	290	266	237	288	472	536	542	571	557	26	11	23	33	22
Catonsville	417	399	425	364	308	285	326	337	331	358	-	7	11	177	241
Cecil	34	31	50	57	34	8	11	14	17	36	-	-	-	1	2
Charles	60	67	65	102	109	29	35	57	66	69	104	10	17	47	30
Chesapeake	89	58	71	47	65	19	25	26	27	24	13	6	15	13	12
Dundalk	24	53	73	117	105	1	3	9	23	36	-	31	15	26	26
Essex	347	397	412	421	402	158	272	304	305	316	2	7	8	33	31
Frederick	110	119	137	78	57	10	9	18	58	69	10	8	10	7	18
Garrett	14	23	29	36	24	2	8	7	14	19	-	-	-	1	4
Hagerstown	141	142	165	165	164	83	104	123	130	124	1	5	6	13	17
Harford	183	170	189	177	200	85	103	99	108	95	114	17	33	44	57
Howard	25	33	57	68	86	8	40	61	55	103	-	38	46	36	38
Montgomery:															
Rockville	383	376	394	413	401	170	260	281	308	318	18	55	66	93	105
Takoma Park	113	82	74	62	69	148	169	185	173	202	6	20	20	30	20
Prince George's	392	412	478	468	400	256	393	406	437	532	4	2	6	8	11
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
TOTALS	2,886	2,932	3,207	3,173	3,049	1,975	2,594	2,842	3,045	3,325	302	252	336	626	728

AA = Associate in Arts

SOURCE: SBHE D

Table 11-D

MARYLAND COMMUNITY COLLEGES

CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS FISCAL YEAR 1977

College	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant Operation	Scholar-ships	Educational and General Mandatory Transfers	Auxiliary Enterprises	TOTAL
Allegany	$ 1,997,684	$ -	$ -	$ 209,785	$ 349,910	$ 654,353	$ 204,929	$ 60,658	$ -	$ -	$ 3,477,319
Anne Arundel	4,708,617	-	-	-	410,767	937,536	863,971	19,767	-	543,457	7,484,115
Baltimore	6,520,184	-	759,301	459,591	776,876	1,289,248	1,715,365	530,974	1,039,271	1,135,614	14,226,424
Catonsville	5,640,954	12,565	-	1,126,646	1,209,488	2,707,837	1,468,790	207,202	-	773,212	13,146,694
Cecil	895,673	-	-	86,195	190,042	276,877	204,164	-	-	-	1,652,951
Charles	1,566,956	-	-	568,178	222,864	601,898	551,360	36,204	-	616,416	4,163,876
Chesapeake	742,210	3,509	-	71,320	205,530	243,263	398,517	4,800	-	64,186	1,733,335
Dundalk	1,425,528	-	-	492,677	536,828	710,484	404,412	13,656	53,887	111,327	3,748,799
Essex	5,054,521	-	74,175	560,665	1,194,775	2,062,924	1,455,287	28,653	-	614,083	11,045,083
Frederick	1,351,364	-	7,550	171,256	211,195	184,143	320,254	-	-	137,845	2,383,607
Garrett	737,611	-	26,916	143,422	118,834	400,066	205,197	42,608	-	43,597	1,718,251
Hagerstown	1,572,871	-	-	155,276	221,040	725,905	183,278	-	-	186,297	3,044,667
Harford	3,345,313	-	-	324,068	553,489	632,468	668,538	346,190	5,107	399,530	6,274,703
Howard	1,189,385	-	143,687	323,012	206,672	511,170	401,397	9,727	-	135,769	2,920,819
Montgomery	11,263,289	-	892,020	2,135,149	1,739,599	3,505,873	2,538,466	280,645	-	1,695,277	24,050,318
Prince George's	7,099,582	-	1,377,343	496,285	1,367,208	2,687,841	1,575,878	-	7,062	-	14,611,199
Wor-Wic Tech	294,754	-	-	-	60,313	260,312	-	-	-	15,610	630,989
TOTAL	$55,406,496	$16,074	$3,280,992	$7,323,525	$9,575,430	$18,392,198	$13,159,303	$1,581,084	$1,105,327	$6,472,220	$116,313,149

SOURCE: SBCC Data

Table 12-D

MARYLAND COMMUNITY COLLEGES

CURRENT FUNDS REVENUES FISCAL YEAR 1977

College	Tuition and Fees	Government Appropriations			Government Grants and Contracts	Other	TOTAL
		Federal	State	Local			
Allegany	$ 901,677	$ 354,122	$ 1,171,100	$ 650,000	$ 275,913	$ 46,850	$ 3,399,662
Anne Arundel	1,932,220	-	2,858,065	1,407,250	-	550,194	6,747,729
Baltimore	2,696,508	269,181	4,212,110	3,852.647	739,245	1,167,348	12,937,039
Catonsville	3,175,005	-	4,872,627	3,524,584	648,004	964,367	13,184,587
Cecil	366,276	-	659,414	436,828	67,508	8,954	1,538,980
Charles	856,627	227,460	1,288,007	903,390	294,055	614,770	4,184,309
Chesapeake	301,040	23,955	767,624	495,190	115,097	111,237	1,814,143
Dundalk	620,479	-	1,438,529	1,438,326	219,436	164,272	3,881,042
Essex	2,666,700	89,814	4,266,423	2,944,474	325,368	753,879	11,046,658
Frederick	553,194	52,310	876,650	640,079	7,550	150,219	2,280,002
Garrett	145,980	1,681	606,144	347,637	530,263	55,139	1,686,844
Hagerstown	720,444	-	1,105,664	886,532	175,722	257,552	3,145,914
Harford	1,828,319	-	1,725,318	1,452,198	556,302	530,331	6,092,468
Howard	692,136	-	988,120	1,035,345	39,050	190,102	2,944,753
Montgomery	7,293,362	-	7,139,306	7,033,632	903,462	1,962,842	24,332,604
Prince George's	3,866,778	-	5,836,538	3,329,050	1,740,745	225,934	14,999,045
Wor-Wic Tech	98,703	106,280	274,153	-	160,324	26,589	666,049
TOTAL	$28,715,448	$ 1,124,803	$40,085,792	$30,377,162	$ 6,798,044	$ 7,780,579	$114,881,828

SOURCE: HEGIS 2300-4

MARYLAND COMMUNITY COLLEGES

PHYSICAL PLANT ASSETS AT END OF FISCAL YEAR 1977

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 200,000	$ 6,030,707	$ 1,472,433	$ 7,703,140
Anne Arundel	1,312,684	13,516,132	3,456,255	18,285,071
Baltimore	272,677	20,250,012	2,181,349	22,704,038
Catonsville	1,715,593	11,657,161	3,221,829	16,594,583
Cecil	20,176	1,454,215	599,456	2,073,847
Charles	98,794	7,346,883	756,162	8,201,839
Chesapeake	118,105	3,089,078	744,058	3,951,241
Dundalk	313,537	1,696,371	1,371,487	3,381,395
Essex	1,620,741	18,486,212	3,210,912	23,317,865
Frederick	583,762	3,582,209	688,700	4,854,671
Garrett	84,440	1,715,291	853,709	2,653,440
Hagerstown	233,000	6,095,719	1,498,536	7,827,255
Harford	450,000	6,939,129	1,711,121	9,100,250
Howard	516,325	7,573,976	1,060,508	9,150,809
Montgomery	6,361,380	30,760,447	7,575,275	44,697,102
Prince George's	2,492,439	19,008,056	3,073,719	24,574,214
Wor-Wic Tech	-	-	7,299	7,299
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,666
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$119,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 14,977,104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

SOURCE: 2300-4

MARYLAND COMMUNITY COLLEGES
CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS

	Year of Authorization	Amount
Local community colleges:	1977	$ -
	1976	-
	1975	10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1966	-
	1965	-
	1964	15,000,000
	1963	-
	1962	5,000,000
	1961	5,000,000
		$103,000,000
Regional community colleges:		
	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$111,000,000

SOURCE: SBCC

Table 15-D

MARYLAND COMMUNITY COLLEGES
TUITION 1977-1978[a]

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time
Allegany	Allegany County	$150.00	$ 15.00	$350.00	$ 35.00	$ 700.00	$ 70.00
Anne Arundel	Anne Arundel	19.00 per credit		42.00 per credit		76.00 per credit	
Baltimore	Baltimore City	180.00	18.00	360.00	36.00	540.00	54.00
Catonsville	Baltimore County	15.00 per credit[b]		32.00 per credit[c]		70.00 per credit[d]	
Cecil	Cecil County	156.00	13.00	312.00	26.00	516.00	43.00
Charles	Charles County	16.00 per credit		32.00 per credit		48.00 per credit	
Chesapeake	Caroline, Kent, Queen Anne's & Talbot Counties	200.00	20.00	400.00	40.00	1,182.00	70.00
Dundalk	Baltimore County	15.00 per credit[b]		32.00 per credit[c]		70.00 per credit[d]	
Essex	Baltimore County	15.00 per credit[b]		32.00 per credit[c]		70.00 per credit[d]	
Frederick	Frederick County	187.50	15.00	375.00	32.00	750.00	63.00
Garrett	Garrett County	150.00	15.00	300.00	30.00	400.00	40.00
Hagerstown	Washington County	175.00	15.00	400.00	33.00	675.00	56.00
Harford	Harford County	17.00 per credit		40.00 per credit		68.00 per credit	
Howard	Howard County	200.00	17.00	400.00	34.00	800.00	70.00
Montgomery	Montgomery County	300.00[e]	22.00	675.00[e]	47.00	800.00[e]	65.00
Prince George's	Prince George's County	13.00 per credit		30.00 per credit		53.00 per credit	
Wor-Wic Tech	Worcester & Wicomico Counties[f]	170.00	15.00	340.00	30.00	540.00	45.00

[a] In addition to tuition, a range and variety of fees are charged by the community colleges but are not included in this table.

[b] Per credit charges shown are for each of the first eleven hours; additional credits are $5.00 each.

[c] Per credit charges shown are for each of the first eleven credit hours; additional credits are $11.00 each.

[d] Per credit charges shown are for each of the first eleven credit hours; additional credits are $24.00 each.

[e] Montgomery has a modified credit hour tuition charge up to the maximum reported here.

[f] Resident of Service Area rates have been extended to Dorchester and Somerset Counties through Spring 1979.

SOURCE: SBCC

Table 16-D

MARYLAND COMMUNITY COLLEGES

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM
1971 - 1977[a]

College	Classroom	Laboratory	Office	Study	Special Use	Genera Use	Supporting	Health Care	Unclassified	TOTAL
Allegany	26,681	46,125	17,256	13,924	27,753	20,284	5,003	-	-	157,026
Anne Arundel	34,295	58,135	43,433	12,171	38,632	26,196	4,061	600	-	217,523
Baltimore:										
Liberty Heights	32,776	55,620	40,996	19,514	27,472	27,532	4,892	512	-	209,314
Harbor	28,522	32,253	26,487	15,612	1,219	5,167	3,260	411	-	112,931
Catonsville	49,540	45,208	74,067	28,486	66,095	32,164	11,024	436	-	307,020
Cecil	4,290	7,416	5,543	2,804	2,360	2,860	272	-	-	25,545
Charles	13,527	13,031	21,233	18,145	27,145	7,576	6,384	-	-	107,041
Chesapeake	13,265	25,057	14,055	6,871	25,318	8,327	1,362	-	-	94,255
Dundalk	13,893	3,600	13,488	12,451	1,147	-	3,432	-	-	48,011
Essex	46,034	58,539	51,965	22,081	63,090	37,281	6,019	440	-	285,449
Frederick	12,194	15,272	12,573	9,070	17,756	9,736	1,657	-	-	78,258
Garrett	7,354	20,134	6,796	5,664	9,501	5,721	3,273	-	-	58,443
Hagerstown	17,972	26,531	17,727	13,957	21,373	6,553	4,036	214	-	108,363
Harford	15,383	23,301	26,398	17,470	38,485	17,506	10,393	488	-	149,424
Howard	12,566	16,987	16,888	6,800	29,522	6,111	1,603	-	-	90,477
Montgomery:										
Rockville	54,489	94,436	75,646	55,953	64,899	53,315	11,624	463	-	410,825
Takoma Park	18,190	36,086	20,113	19,328	1,296	12,137	4,835	435	-	112,420
Germantown	-	-	-	-	-	-	-	-	-	-
Prince George's	61,053	62,179	60,036	11,229	24,044	72,647	11,897	272	-	303,357
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,682
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,254
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,051,572
TOTAL 1971	329,346	415.189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

[a] Inventory as of September 30 of each year.

SOURCE: SBCC

MARYLAND COMMUNITY COLLEGES

EMPLOYEES BY COLLEGE AND FUNCTION
AS OF OCTOBER 31, 1977

College	Administrative				Instructional				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	-	-	13	-	-	1	102	20	-	-	-	-	1	1	62	-	1	2	177	20	178	22
Anne Arundel	-	-	9	1	5	11	169	207	5	-	25	1	40	2	110	22	50	13	312	231	362	244
Baltimore	18	-	27	-	42	141	129	292	20	17	22	19	88	35	63	25	168	193	241	336	409	529
Catonsville	2	-	39	-	10	7	217	226	5	-	45	-	42	11	201	25	59	18	502	251	561	269
Cecil	-	-	7	-	1	-	30	50	-	-	-	-	2	-	26	-	3	-	63	50	66	50
Charles	2	-	30	-	4	4	35	98	-	-	-	2	17	2	60	6	23	6	125	106	148	112
Chesapeake	-	-	7	-	3	-	23	6	-	-	5	1	9	1	25	7	12	1	65	14	77	15
Dundalk	1	-	7	-	8	14	41	133	5	-	6	-	20	1	62	-	34	15	116	133	150	148
Essex	1	1	19	-	8	4	166	212	2	-	35	2	11	-	213	18	22	5	433	232	455	237
Frederick	1	-	21	-	1	1	31	42	-	-	-	-	4	-	38	-	6	1	90	42	96	43
Garrett	-	-	8	1	-	-	21	31	-	-	-	-	-	-	32	3	-	-	61	35	61	35
Hagerstown	-	-	16	-	2	1	54	56	-	-	7	-	-	-	61	5	2	1	138	61	140	62
Harford	1	-	29	-	2	4	85	107	-	-	-	1	12	1	98	21	15	5	212	129	227	134
Howard	2	-	18	1	3	5	37	78	-	-	4	3	17	6	39	12	22	11	98	94	120	105
Montgomery	2	-	41	-	11	9	354	330	-	-	15	-	82	3	372	37	95	12	782	367	877	379
Prince George's	5	-	32	-	22	18	213	401	2	-	11	6	78	30	154	120	107	48	407	527	514	575
Wor-Wic Tech	-	-	5	-	2	2	8	16	-	-	-	-	-	-	5	1	2	2	18	17	30	19
TOTAL	35	1	328	3	124	222	1,715	2,305	39	17	175	35	423	93	1,621	302	621	333	3,840	2,645	4,461	2,978

F-T = Full-time
P-T = Part-time

SOURCE: SBHE E-1

APPENDIX E

SPACE ALLOCATION GUIDELINES
FOR THE ADMINISTRATION AND DEVELOPMENT
OF CONSTRUCTION PROJECTS
FOR THE PUBLIC JUNIOR OR COMMUNITY COLLEGES
IN THE STATE OF MARYLAND

In addition to the *General Public Junior or Community College or Regional Community College Construction Procedures* as adopted by the Board of Public Works on January 5, 1972, these Guidelines, adopted by the Board of Public Works on November 7, 1974, are to be used for the determination of the capital funding by the State for specific projects.

Part A - FACILITIES AND PROJECT ELEMENTS FOR WHICH STATE FINANCING IS UNAVAILABLE

1. Game room, recreation rooms, and ballrooms;
2. Residence halls and faculty housing;
3. Facilities for research not related to instruction;
4. Stadiums, field houses, or arenas, including indoor track and field facilities;
5. Temporary outdoor seating;
6. Temporary parking lots except for those surfaced with stone, gravel, or other aggregate;
7. Parking garages;
8. More than minimal stage lighting;
9. Outdoor lighting of athletic facilities;
10. Decorative pools and fountains;
11. Draperies;
12. Murals, sculpture, and other art work;
13. Planter boxes;

14. Extensive areas of brick or stone paving;

15. Fees or other costs in connection with items or projects excluded from State participation, and the proportional areas of a building which exceed the efficiency factor cited in Part C, section 2.2.

The above restrictions shall not preclude the option of the local authority from financing those facilities or portions thereof not eligible for State financial assistance.

Part B - SPACE GUIDELINES

1. Fundamental Principles

1.1 These Guidelines are for determining needs which require capital funding by the State. These capital requirements (or computed needs) Guidelines are not to be used to architecturally design a specific space or facility. Any space architecturally designed, however, must fall within the computed needs developed by these capital requirements Guidelines.

1.2 Normally, projects shall be planned using a five-year enrollment projection. For specialized or unique facilities, such as libraries, gymnasiums, assembly areas, audiovisual, radio, television, food facilities, and merchandising facilities, a ten-year projection shall be used. Insofar as practicable, these facilities should be designed and located to permit future expansion.

1.3 Full-time day (8:00 a.m. to 5:00 p.m.) students and part-time day students shall be equated to full-time day equivalent (FTDE) students which count, used in conjunction with space factors, will be a major basis for determining space needs. Only students attending the campus for which space needs are being computed shall be counted.

1.4 The full-time day equivalent count for each college is to be determined and certified by the executive director of the State Board for Community Colleges in accordance with the accepted Statewide definitions promulgated by the State Board for Higher Education.

1.5 Daytime weekly student contact hours (WSCH) are to be used to compute classroom, laboratory, and gymnasium space needs. Such WSCH shall be certified by the executive director of the State Board. Except for prerequisite courses, no noncredit contact hours are to be allowed in computing space. Only "on campus" hours are valid.

1.6 Enrollment projections to be used by the colleges by applying these Guidelines will be revised and agreed upon no later than January 1 by the State Board for Community Colleges and the State Board for Higher Education. A projected five-year minimum of 700 full-time equivalent (FTE) students (not including transfers from existing institutions) will not be required as one of the conditions for approval of new colleges or additional campuses for existing institutions.

1.7 Office space shall be based on the count of full-time faculty equivalent, full-time administrators, full-time librarians, full-time staff, and student officers as determined and certified by the executive director of the State Board for Community Colleges.

1.8 Categories of spaces with identifying code numbers and definitions shall conform to the State Board for Higher Education *Facilities Classification and Inventory Procedures Manual.*

1.9 Community college capital requirements guidelines are as follows:

SBHE Code	Space	Base	Space Factor by Size of FTDE Enrollment			
			Under 1,000	1,000-2,499	2,500-4,999	5,000 and Up
100	CLASSROOM	WSCH[1]	.90	.84	.83	.76
200	LABORATORY	WSCH	4.00	3.57	3.41	3.26
300	OFFICE	FTEF[2] FT Staff Student Officers[3]	140.00	140.00	140.00	140.00
400	STUDY (Libraries, etc.)	Total		see subsections		
410	Seating	FTDE[4]	6.25	6.25	6.25	6.25
420	Stack	BVE[5]	.10	.10	.10	.10
440-455	Processing	Sum of 410 + 420	.16	.16	.16	.16
500	SPECIAL USE			see subsections		
520	Physical Education	WSC	11.00[6]	11.00[6]	11.00	11.00
530	AV, Radio, TV	FTDE	.80[7]	.90[8]	.90[8]	.90[8]
600	GENERAL USE			see subsections		
610	Assembly	FTDE	Ad Hoc	3.70	3.00[9]	2.20
620	Exhibition	FTDE	1.00	.50	.40	.30
630	Food Facilities	FTDE, FT Faculty FT Staff	3.00	3.00	3.00	3.00
650	Lounge Facilities	FTDE	1.50	1.50	1.50	1.50
660	Merchandising Facilities	FTDE	.50[10]	.50[10]	.50	.50
700	SUPPORT			see subsections		
710	Data Processing	FTDE	Ad Hoc	.30[11]	.50[12]	.30[13]
720-745	Shops, Storage Vehicle Storage, and Repair	FTDE	4.25	3.10	2.18	1.70
800	HEALTH SUITE	FTDE	.50[14]	.21[14]	.21	.20

NOTE: Computed need in any space category shall not exceed the lowest amount that can be computed for a college in the next size category.

1.10 Abbreviations, definitions, and footnotes:

(1) WSCH - Weekly Student Contact Hours for day students in credit or prerequisite courses only.

(2) FTEF - Full-time Equivalent Faculty. All full-time faculty, including librarians, plus 25 percent of all part-time faculty.

(3) 1,120 square feet maximum for student offices.

(4) FTDE - Full-time Day Equivalent. Percentage of institutional student contact hours generated between 8:00 a.m. and 5:00 p.m. multiplied by the full-time equivalent enrollment (percent day institutional contact hours times FTE = FTDE).

(5) BVE - Bound Volume Equivalent. Recommend 20,000 BVE for first 1,000 FTE and 1,000 BVE for every 100 FTE above 1,000.

Bound Volume Equivalents

Type	Unit	BVE
Books	volume	1.0000
Documents, music scores, and pamphlets, including archives	item	.1250
Mapes, in cases	item	2.0000
Microfilm, boxed	reel	.3125
Microprint, boxed	item	.0125
Newspapers, unbound	title	17.8570
Newspapers, back files	volume	13.8800
Periodicals, unbound	title	2.0000
Periodicals, boxed	title	4.0000
Recordings	item	.2500
Reference	volume	2.8750
Slides, bound	item	.0488
Slides, unbound	item	.0244

(6) Minimum size gymnasium facility - 15,000 NASF (no pool). Acceptable pool size is 7,000 NASF maximum; must be justified.

(7) No provision made for television.

(8) Includes space for television when justified.

(9) 8,320 NASF minimum allowed for this facility.

(10) 800 NASF allowable if FTDE count is too low.

(11) 700 NASF terminal maximum allowable.

(12) 2,000 NASF center maximum allowable.

(13) 2,500 NASF center maximum allowable.

(14) 400 NASF allowable if FTDE count is too low.

1.11 Explanation of factor development. The elements for computing the space factor used for determining space needs for classrooms, laboratories, and physical education are the net assignable square feet per student station (NASF/SS); the number of hours in a 45-hour week the space should be used (hours/week); and the percent of student occupancy of the room when space is in use. These elements are expressed in the formula:

$$\text{Space factor} = \frac{\text{NASF/SS}}{\text{hours/week} \times \%\ \text{occupancy}}$$

100 - Classroom. The station size was developed using a weighted average of station sizes from 20 NASF/SS for small seminar rooms to 12 NASF/SS for lecture halls. To this average (16 NASF/SS) was added 2 percent for service areas, resulting in a station size of 16.3.

The hours of use ranged from 30 hours/week in small colleges to 33 hours/week in the largest colleges. The percent of student occupancies ranged from 60 percent for small colleges to 65 percent for the largest colleges.

Specific figures for each size group of colleges are:

Under 1,000 FTDE - 16.3 ÷ (30 x .600) = .90
1,000 to 2,499 - 16.3 ÷ (31 x .625) = .84
2,500 to 4,999 - 16.3 ÷ (32 x .625) = .83
5,000 and up - 16.3 ÷ (33 x .650) = .76

200 - Laboratory. To determine a composite station size, weighted average of transfer program and technical program types of laboratories were computed which gave a composite of 48 NASF. To this was added 20 percent for service and 4 percent for individual laboratories, making a total composite station size of 60 NASF.

The hours of use ranged from 20 per week for small colleges to 23 per week for the largest colleges. The percent of student occupancy used was 75 percent for the smallest group and 80 percent for all others.

Specific figures for each size group of colleges are:

Under 1,000 FTDE - 60 ÷ (20 x .75) = 4.00
1,000 to 2,499 - 60 ÷ (21 x .80) = 3.57
2,500 to 4,999 - 60 ÷ (22 x .80) = 3.41
5,000 and up - 60 ÷ (23 x .80) = 3.26

300 - Office. The allowance of 140 NASF per individual requiring office space was adopted to cover all space required for faculty, administrative, clerical, student offices (1,120 square feet maximum), library offices, file rooms, mimeograph rooms, vaults, conference rooms, waiting rooms, interview rooms, closets, private toilets, record rooms, and office supply rooms. Centralized mimeograph or print shops were not included.

400 - Study. This category includes library and learning resources centers. Space determination formula followed American Library Association (ALA) recommendations. Seating station size is 25 NASF which, when multiplied by seating for 25 percent of the FTDE, produces a seating factor of 6.25 (25 x .25).

The size of the stack space is determined by allowing .1 NASF per bound volume equivalent (BVE) with a library of 20,000 BVE recommended for the first 1,000 FTE and 1,000 BVE per FTE thereafter, although no ceiling on volume count is mandatory.

The processing and service spaces are determined as a group by taking 16 percent of the combined seating and stack space.

The total space for library is found by adding the space computed for seating, stack, and service.

500 - Special Use.

520 - Physical Education. For all but the largest colleges, the elements for computing the space needs are 250 square feet per station, 30 hours/week, and 75 percent occupancy. For the largest colleges, 80 percent occupancy was used.

Recognizing that WSCH for smaller colleges could not generate enough space needs to equal the very large station size, a minimum size facility of 15,000 NASF for the gymnasium, including game courts, multi-use rooms, locker, shower, towel, first aid, dressing, and equipment supply rooms, was included in the Guidelines. A six-lane swimming pool of 7,000 NASF maximum was incorporated as a separate requirement which must be fully justified to be funded.

It is noted that service is included in the 250 NASF station size.

530 - Audiovisual, Radio, Television, and Service. The factor is based on the relation of the FTDE to a maximum model facility for each size group; e.g., for a small college a facility which includes no space for television should not require more than 800 NASF, or for a medium-large size college, no more than 4,500 NASF, including a television studio. Obviously, all such facilities need full justification regardless of the size of the college.

600 - General Use.

610 - Assembly. This factor is related to the maximum size assembly or auditorium facility for the size of the college. In the case of the small college (under 1,000 FTDE) there is no factor as constructing an assembly facility would have to be on an ad hoc basis with ample justification. An assembly space of 8,320 NASF minimum would be provided until the computed need, based on the appropriate space factor, exceeds this amount.

620 - Exhibition. These factors are based on 1 percent of the combined instructional spaces on campus or the sum of space developed for categories 100 through 500.

630 - Food Facilities. This factor is based on a station size of 21 NASF, 45 percent of the FTDE students, plus full-time faculty and full-time staff, and a 3.2 times turnover rate.

650 - Lounge Facilities. The factor for this category is based on a station of 15 NASF and 10 percent of the FTDE occupying the space.

660 - Merchandising Facilities. This category is provided to permit the allocation of space for student book stores for the sale of instructional materials only.

700 - Support.

710 - Data Processing. The factors were developed from models of 700 NASF for a data processing terminal

and 2,000 to 2,500 NASF for computer centers. Small colleges would be allocated space on an ad hoc basis.

720-745 - Shops, Storage, Vehicle Storage and Repair. The factor is developed to give the college flexibility to take care of shops for physical plant maintenance, central duplication shops, and comprehensive or centralized audio-visual preparation area, as well as central storage facilities and inactive departmental storage. This category also provides for vehicle storage and service facilities if desired by the college.

These factors were developed by summing the factors previously used in the Guidelines for the 720, 730, and 740-790 categories as follows:

		Under 1,000	1,000-2,499	2,500-4,999	5,000 and Up
720 Shop	FTDE	.50	.60	.50	.40
730 Storage	FTDE	.75	.90	.78	.60
740 - All 790 Other	FTDE	3.00	1.60	.90	.70
Total		4.25	3.10	2.18	1.70

800 - Health Facilities. The factor is based on a model suite consisting of one bed (100 NASF) and one examining room (160 NASF) for the first 2,500 FTDE students and an additional two beds and examining room for the next 2,500 FTDE. To this space would be added office space as computed per category 300.

2. Outdoor Facilities

2.1 Parking: Specify 300 square feet per car.

75 percent: Full-time faculty
75 percent: Staff
75 percent: FTDE
2 percent: Visitors (2 percent of total authorized spaces)

2.2 Outdoor physical education and recreational facilities are to be based upon 100 square feet per head count day student and justified by program requirements with a minimum of the following if justified:

Six tennis courts;
Two fields with a total of 300,000 square feet, one of which may have a track (six lanes with an eight-lane straightaway).

Part C. DESIGN CRITERIA

1.1 Building design shall comply with the current BOCA Building Code as a minimum requirement and meet the fire protection requirements of the current NFPA Code 101. The building shall comply with State regulations governing construction of facilities for the handicapped with the exception that the installation of an elevator in buildings of more than one story shall be mandatory.

1.1.1 Food handling and sanitation facilities shall comply with regulations of the local health department.

1.1.2 Architects and consultants shall establish and maintain early coordination with the State Fire Marshall so that the design is economically compatible with fire protection requirements.

1.1.3 Site clearing and grading shall comply with the requirements for sediment and erosion control of the State.

1.1.4 Building design and construction shall further comply with all local building codes and ordinances.

1.1.5 Floor loadings shall be as approved by the Department of General Services.

1.2 The efficiency factor (gross area divided by assignable space) shall be as low as possible, preferably 1.5 - 1.67, depending on building use. Gross area is the sum of assignable and nonassignable areas. (See Appendix E of *Higher Education Faciliites Classification and Inventory Procedures Manual*.)

1.3 The design statement should result in an unpretentious, functional, pleasant appearing building which best responds to the educational and building programs which have been approved for the project and available budget. The ultimate concept should be one that would evolve into a building that could be initially built, operated, and maintained for the best dollar value.

1.3.1 Buildings should be designed with a simple and regular configuration. A low ratio of perimeter to area is usually an indication of an economical design. Compactness is a desirable and cost-saving feature.

1.3.2 The building should be planned on a modular grid. Usually a four or five foot grid is adaptable to most educational facilities. Grid dimensions are often related to the ceiling system. The basic elements, walls, partitions, and structural columns, should ideally coincide with a grid line(s) or intersection.

1.3.3 In the design of educational buildings, considerable economy may be achieved during preliminary design if the structural skeleton and architecture are integrated in an honest and straightforward manner. Regular and repetitive bays and members reduce fabrication and erection costs.

1.3.4 Exterior walls, including thickness, type, and material, should be developed to efficiently and economically meet the primary functions of enclosure, support, weather-tightness, and thermal insulation. Aesthetics should be of secondary importance.

1.3.5 Architectural cliches, vogues, and stylistic cuteness are costly and should be avoided.

1.3.6 Environmental systems should be selected and designed on the basis of life cycle costs. The choice of systems shall be based on annual owning and operating costs for twenty-five years with interest compounded at 6 percent.

1.3.7 The building design shall be consistent in all respects with the current concerns and/or future requirements for energy conservation.

1.4 The basic design decisions should be accomplished with the team approach rather than the usual fragmented one of the architect and his consultants working independently, each doing his own thing.

1.4.1 The design team should consist of all interested parties: the architect, his consultants, and his cost estimator. The owner and his staff and representative should work very closely with the architect and participate in making basic decisions.

1.4.2 The architect should be the team leader. It shall be his responsibility to achieve an integrated design with all elements interfacing. It shall also be his responsibility to effect cost management throughout the design process to keep the project on the budget track.

1.4.3 At the major points of the design process, the team should be involved in the selection, design, related costs, and interface of all major systems and elements to arrive at an integrated and reasonable design.

1.4.4 No one discipline should predominate or dictate situations that would complicate or otherwise make ineffectual the integrated systems or detract from the reasonableness of the design.

1.5 It should be incumbent upon the architect and his consultants to use cost control throughout the design process to endeavor to produce a building at the time of bid that is within the budget.

1.5.1 In the selection of all primary elements and systems not only first cost but operating, maintenance, and replacement costs should be taken into consideration.

1.5.2 Comparative cost studies shall be used in the selection of the primary elements and systems. The study should indicate the best dollar value or reasonableness of the design, element, or systems.

1.5.3 In the selection of architectural elements, mechanical and electrical systems, energy consumption, and conservation shall be considered and responded to.

1.5.4 Cost management shall be an ongoing part of the entire design process. The developing building design shall respond and adjust to the cost control limitations.

Part D. IMPLEMENTATION

1. The Guidelines in Parts B and C enumerated above are not fixed standards and may be subject to modifications where fully justified. The Guidelines will be used by the Department of State Planning, the Department of General Services, and the State Board for Community Colleges in evaluating both long-range planning and individual construction projects.

GENERAL PUBLIC JUNIOR OR COMMUNITY COLLEGE OR REGIONAL COMMUNITY COLLEGE CONSTRUCTION PROCEDURES IN THE STATE OF MARYLAND

The State Board for Community Colleges shall prepare a Statewide plan and program for the development of community colleges, furnishing copies to the Department of State Planning and the State Board for Higher Education concurrently for evaluation and comment. Taking cognizance of submitted comments, the State Board for Community Colleges shall adopt the plan and program.

1. PREPARATION OF CAPITAL REQUESTS AND DETERMINATION OF PRIORITIES

1.1 All community college governing boards shall submit to the State Board for Community Colleges, before June 1 each year, their planned capital improvement projects proposed to be financed the following year and for the succeeding four years on forms adopted by the State Board for Community Colleges. A copy of these forms shall be submitted by the State Board for Community Colleges to the Department of State Planning and the State Board for Higher Education.

1.2 On or before September 15 of each year, the State Board for Community Colleges shall have assigned project priorities; and on or before November 1 shall have prepared proposed legislation to provide for the financing of the proposed capital projects, which information shall be submitted to the Department of State Planning for review and recommendation to the Governor and the pertinent committees of the General Assembly in accordance with official procedure established by the Joint Budget and Audit Committee.

1.3 After enactment of the construction loan act each year, the State Board for Community Colleges shall confirm the priorities for the several projects expected to be funded by the general public junior or regional community college construction loans enacted by the current legislature. This order of established priorities shall be used as a prime determinant in the Statewide disbursal of the construction loan funds for which the priorities were made.

2. ADMINISTRATION OF FINANCIAL ASSISTANCE BY THE STATE OF MARYLAND

2.1 Obtaining Conditional Allocation for State Funds

2.1.1 Whenever any county or Baltimore City, or one or more counties or Baltimore City in the case of a regional community college, desires to participate in financial assistance, the board of trustees for the local or regional community or junior college concerned shall by resolution to the county commissioner(s), county council(s), county executive(s), or the mayor and city council of Baltimore request filing of the necessary petition with the State Board for Community Colleges.

2.1.2 Whenever the county commissioner(s), county council(s), county executive(s), or mayor and city council of Baltimore approve the request of the board of trustees for the local or regional community or junior college and wish to apply for a grant under the applicable Construction Loan Act, they shall file on the prescribed form a petition with the State Board for Community Colleges to which petition shall be attached the comprehensive information for the proposed project.

2.1.2.1 A comprehensive project plan of the petitioning college shall be submitted to the executive director of the State Board for Community Colleges on forms prescribed by the State Board for Community Colleges.

2.1.2.2 The executive director of the State Board for Community Colleges shall make a preliminary analysis and submit to the Department of State Planning and the State Board for Higher Education a copy of the comprehensive project plan together with his findings of the completeness and accuracy of the proposal and whether it is appropriately programmed and/or planned.

2.1.2.3 The State Board for Higher Education shall provide recommendations which generally relate to an evaluation of the proposal in the light of plans and programs for the orderly growth and overall development of public higher education; an analysis of need, location, and the relationship of the facilities and the educational programs; and an analysis and evaluation of the effects of the proposal on the effectiveness and economical operation of the institution academically, administratively, and fiscally.

2.1.2.4 The Department of State Planning, in evaluating proposals for capital improvement projects which request State funding, will determine that the projects qualify as capital improvements in accordance with Article 78A, Section 2, of the *Annotated Code of Maryland*; review and comment on whether the projects conform to guidelines adopted by the Board of Public Works; and review the projects' relations to federal, State, and local plans and programs, including federal funding programs.

2.1.3 After receiving the comments and recommendations from the Department of State Planning and the State Board for Higher Education, the State Board for Community Colleges shall make a written finding of the fact, which shall include the comments and recommendations of the Department of State Planning and the State Board for Higher Education, to the Board of Public Works through the Department of General Services in the form of a recommendation to the Board, advising which of the requests for financial assistance should be allowed and which should be denied in accordance with recommended priorities.

2.1.4 The Board of Public Works with whom the grant of financial assistance rests shall approve or deny the State's participation in the financing of the project outlined in the petition. The secretary of the Department of General Services shall so inform the State Board for Community Colleges by a letter indicating the State's intent. The Board of Public Works certifies the allocation of State funds to the State Treasurer who makes them available to the county, counties, or city when they are needed for the approved project with a copy of the certification of allocation of funds being sent to the Comptroller of the Treasury.

2.2 Specific Conditions for Compliance

2.2.1 The general location for each proposed community college or addition thereto shall be selected by the board of trustees for the local or regional community or junior college concerned and submitted for the approval of the State Board for Community Colleges and the Board of Public Works through the Department of General Services, which shall seek comments and recommendations from the Department of State Planning. The comments and recommendations are to be attached to and made a part of the document submitted to the Board of Public Works. Selection and purchase of a specific site shall be according to the adopted procedures for community colleges.

Specific Site Selection Procedure:

1. After the Board of Public Works has approved the allocation for the purchase of a campus site of an approximate size and a general location, the board of trustees of a local community college shall study the available sites and have prepared a report which ranks the available sites in order of preference. Technical data should support this ranking, including a site check list.

2. The board of trustees of the college may, at its discretion, authorize obtaining survey(s), appraisal(s), test borings, and title search(es) on one or all of the available sites as the board of trustees deems appropriate. State participation in such technical studies shall be limited to the study of one site.

3. The college will identify the specific tentative site selected and advise the executive director of the State Board for Community Colleges of its selection. Material supporting the selection of this specific site, including an analysis of alternative sites which were considered, must be submitted at this time to the executive director. The executive director will submit these documents to the State Department of General Services and the Department of State Planning for their confidential review and findings.

4. The board of trustees of the college, when it deems it desirable, or upon written petition from the citizenry, or upon request by the county/city of Baltimore government, may conduct a public hearing. If a public hearing is held, formal minutes shall be taken and copies of these minutes shall be included as part of a formal submission to the State Board for Community Colleges.

5. The approval of a specific site shall be made in accordance with applicable local and State statutes.

6. The executive director of the State Board for Community Colleges will notify the college of the responses of the Department of General Services and the Department of State Planning.

7. The board of trustees of the college will then publicly announce its site selection and authorize negotiations with the owner(s) and the obtaining of option(s) for a particular site purchase, contingent upon the approval of the Board of Public Works.

8. The college will request that the executive director of the State Board for Community Colleges obtain the approval of the State Board for Community Colleges to purchase the specific site; and, subsequently, forward the findings together with the option(s) and two independent appraisals for each parcel to the Board of Public Works through the Department of General Services for its final approval of the specific site.

9. Should it not be possible to obtain option(s) on a specific site or portion(s) of a site, the board of trustees will request the executive director of the State Board for Community Colleges to inform the Board of Public Works that such options were not obtainable but that the board of trustees plans to proceed to acquire the specific site or portion(s) of the site through other means. If condemnation is subsequently necessary, the board of trustees will authorize that action and inform the executive director of the State Board for Community Colleges.

10. The Board of Public Works will not be bound to approve State participation in any judgment rendered by a jury or court in condemnation proceedings.

2.2.2 The architect for the project shall be selected by the board of trustees for the local or regional community or junior colleges and his name shall be submitted through the State Board for Community Colleges to the Department of General Services for approval. The appointed architect shall be under the direct contractual responsibility of the board of trustees for the local or regional community or junior college and not of the State.

2.2.2.1 Since the fees for the architect or engineer are a portion of the cost of the project, the maximum architectural-engineering fee used in the State contribution formula shall not exceed the current Community College Architect-Engineer Fee Schedule.

2.2.2.2 The State Board for Community Colleges and the Department of General Services shall be furnished an executed copy of the architect or engineer agreement.

2.2.3 The development documents and current cost estimates, using Department of General Services cost estimate worksheet for each proposed project, shall be recommended by the executive director of the State Board for Community Colleges to the Department of General Services and the Department of State Planning for review.

2.2.3.1 Before an application for construction funds will be considered, the review of the development documents by the Departments of State Planning and General Services shall be required.

2.2.4 The construction documents and current cost estimates, using Department of General Services cost estimate worksheet, shall be submitted by the college involved for the approval of the executive director of the State Board for Community Colleges and the Department of General Services before the project is bid.

2.2.4.1 The construction documents and cost estimates are to be reviewed by the Department of General Services for approval as to the conformance with the adopted community college construction guidelines, approved development documents, the building, fire protection, and health code regulations, and the general conditions of the Department of General Services and the State of Maryland.

2.2.5 Bids shall be received and publicly opened at the time of published notice by the board of trustees for the local or regional community college. The State Board for Community Colleges and the Department of General Services shall be duly notified of the date, time, and place of bid openings. Contractors' proposals shall include separate information, such as cost of site work, outside utilities and built-in equipment. This information shall be included on the bid tabulation submitted to the Department of General Services.

2.2.5.1 The board of trustees for the local or regional community or junior college shall submit a tabulation of the bids with comments and recommendations through the State Board for Community Colleges to the Department of General Services prior to the award of the contract. The bids shall be reviewed by the Department of General Services and reported to the Board of Public Works with all prior comments and recommendations. The award of contract is subject to the approval of the Board of Public Works.

2.2.6 Upon approval of award of the contract by the Board of Public Works, the Department of General Services shall notify the State Board for Community Colleges which shall then notify the local or regional board of trustees.

2.2.7 The State Board for Community Colleges and the Department of General Services are to be furnished a copy of the contract and a copy of any change order.

2.2.7.1 After award of contract the contractor's itemized breakdown of costs shall be at least as detailed as shown on form for cost breakdown for progress payments and submitted to the Department of General Services by the State Board for Community Colleges.

2.2.7.2 A change order shall be accompanied by a cost summary showing whether the State of Maryland's portion of the additional cost is within the approved allocation of State funds.

2.2.7.3 A summary of all committed project funds, including change orders within the approved allocation of State funds, shall be submitted to the Board of Public Works prior to final accounting for approval as far as State participation is concerned.

2.2.8 When a project includes or consists of movable equipment, a list of initial capital equipment as defined in the Department of State Planning's *Instructions for the Preparation and Submission of Capital Project Requests*, which is necessary to place the plant in operation and which has a normal life expectancy in excess of the life (15 years) of the bonds financing this construction, shall be submitted to the State Board for Community Colleges for review in conjunction with the Department of State Planning. All reviewed capital equipment contracts shall be approved by the Board of Public Works. Only approved purchase contracts will be considered when calculating local expenditures for compliance with the matching provisions of the Construction Loan Act. Whenever appropriate, provisions will be made for competitive bidding.

2.3 Disbursal of State Funds

2.3.1 Before any State funds are disbursed, the State Board for Community Colleges shall certify to the Comptroller of the Treasury that the local share of the project's cost will be available.

2.3.2 The State Board for Community Colleges shall make arrangements with the Comptroller of the Treasury as to the actual mechanics for obtaining the State funds for these projects.

2.3.3 Any funds allocated and paid to the governing body of a county, counties, or Baltimore City shall be kept in a separate account and from time to time said governing body shall submit reports as prescribed by the State Board for Community Colleges showing payments from such funds for public junior or community college or regional community college construction.

2.3.4 The State Treasurer shall upon warrant of the State Comptroller make payments to the county, counties, or Baltimore City on proper transmittal lists prepared by the State Board for Community Colleges. The transmittal lists shall be forwarded to the State Comptroller for payment.

DESIGNATION OF REGIONAL AND STATEWIDE PROGRAMS
FOR
MARYLAND COMMUNITY COLLEGES

OVERVIEW

From their inception, Maryland community colleges have developed and implemented instructional programs designed primarily to serve the citizens of the political subdivision where each college is located. Initially, the majority of programs offered were oriented toward the traditional liberal arts and sciences and designed for transfer to four-year institutions. In the early 1960's, Maryland community colleges began to develop increasing numbers of specialized technical programs designed to prepare students for immediate employment. This movement continued so that in the Fall of 1977 over 33,290 students, or 39 percent of Maryland community college total enrollment, were enrolled in occupationally oriented programs. The number of specialized occupational programs offered has increased so that Maryland community colleges offer an aggregate of 455 occupational programs.

Many of these technical programs which have been developed are justifiably duplicated by several community colleges because of large student enrollment interest and high manpower employment availability. With the development of an increasing number of highly specialized technical programs, however, the time has arrived when the duplication of certain programs by neighboring colleges, or colleges within a geographical region, may be prohibitively expensive to both the local political subdivision and the State.

The *Statewide Master Plan for Community Colleges 1973-1983* made the following statement about regional programs:

> Regional programs should be designed to meet the manpower requirements of an area greater than that of a single political subdivision. Frequently, these will be specialized high-cost and low-enrollment programs.
>
> Maryland, like other states with locally controlled community colleges in their higher education structure, faces a challenge of reconciling local, regional, and Statewide program requirements. While local programs are now generally well developed and implemented, limited progress has been made in regional and Statewide program planning.

During the past several years, legislation has been introduced into the General Assembly which would have provided a system of tuition chargeback for students enrolling in a community college program which was not available locally. However, this proposed legislation has consistently failed, in large measure because of the inability to accurately forecast the fiscal impact such a measure would have on either the State or the local political subdivision.

In order to deal more precisely with the problem of specialized program duplication by community colleges, the State Board for Community Colleges, with the assistance of the Maryland Community College Program Development Council, has developed a set of criteria which can be applied to any program to determine if it qualifies as a Statewide or regional program. The process of determining which program should be regional or Statewide is important since a high degree of cooperativeness between and among institutions is essential to the success of such inter-institutional arrangement.

The primary burden of identifying and justifying regional programs proposed or in existence rests with the institution offering or proposing the specific program. The institution making the request for designation of a program as regional or Statewide would signify its interest and preliminary justification in a letter of intent for the regional or Statewide program. Before submitting a formal proposal for regionalization, the proposing college would seek the agreement of other community colleges in the region envisioned. The State Board for Community Colleges would, in the process of making a decision on special designation of a program, consider the impact of such on the State, the proposing institution, and neighboring institutions.

In addition to the process outlined above, the State Board for Community Colleges may from time to time request that a program proposal developed through the existing process be considered by the proposing college for resubmission as a regional or Statewide proposal.

This process would be applied to both existing programs and new programs to be designated. After approval by the local board of trustees, the requesting institution would petition the State Board for Community Colleges to designate the program as regional. This program, if so designated, would then be eligible for out-of-county student tuition reimbursement by the State, pending the enactment of proposed legislation.

GENERAL CRITERIA

A "region" should generally encompass a reasonable commuting time from student residence to location of the program. For special and unique programs which may encompass a large region or the entire State and where daily commuting would be impossible, the college should make provisions for assisting students to locate housing within the community. The region from which the students are enrolled should generally constitute the region where employment opportunities exist for the students. In special situations, broader manpower requirements may determine regional designation. Programs which receive regional program designation must consider enrollment, on an equal basis, for all students within the region. All credits earned by a student at a sending community college will be accepted by the receiving institution in accordance with the Maryland State Board for Higher Education student transfer policies.

It should be constantly kept in mind that the primary factors which will be considered in final regional program designation are programs which can be sustained only by enrollments and placement opportunities emanating from a greater area than one college's service area. Therefore, regional program designation should result in cost savings to the student, local political subdivision, and the State.

Finally, each college requesting regional program designation must express a willingness to expand the program, based upon manpower and financial considerations, if necessary, to accommodate students within the region served.

WRITTEN JUSTIFICATION FOR A REGIONAL OR STATEWIDE PROGRAM

The following information is to be submitted, in writing, by the community college requesting regional or Statewide program designation, to the State Board for Community Colleges:

- Definition of region to be served by regional or Statewide program;
- Projected student enrollment within the identified region;
- Demonstrated student interest in the program;
- Identification of special faculty required for specialized courses;
- Identification of current costs, as well as marginal costs, of serving additional students;
- Identification of clinical placement opportunities for specialized programs;
- Projected employment opportunities within the region;
- Provision of evidence of coordination with and acceptance of regionalization of the program by other community colleges within the region;
- Evidence of particular qualifications to offer regional programs.

Final judgment of all requests for regional programs will be made by the State Board for Community Colleges.

APPENDIX H

DEFINITIONS

Career program - A program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs.

Community service - Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education - Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supported and some are State-assisted.

Course - Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education - Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Education - The development of mind, body, and character through study and instruction.

Efficiency - The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access - The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent student (FTE) - Total credit and equated credit hours divided by 30 (used in financial planning).

Full-time day equivalent student (FTDE) - The number of full-time credit students plus one third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

Goal - An end or aim that an organization strives to attain; goals are more specific than the mission and less specific than objectives.

Liberal arts - The core of knowledge and values that represents the accumulated wisdom of society and which enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division - Credit courses that are typically taught in the first two years at four-year colleges and universities.

Mission - The overall task of an organization stated in broad terms.

Objective - A specific desired result in support of a goal; objectives are usually measurable and stated with a deadline.

Program (credit) - A planned series of courses leading to a certificate or degree.

Quality - Community colleges that are characterized by a high rate of student goal achievement; effectiveness and productivity among faculty and staff; and excellent counseling, physical, and learning resources.

Remedial education - Courses and/or services designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, and mathematics.

Student - An enrolled person who is at least 16 years of age and who has graduated from or left elementary or high school.

Credit students are admitted to a college although not necessarily to a specific program. Community colleges also serve high school students in cooperation with policies established with local public school systems.

Student services - Programs and activities which help students, individually and in groups, take full advantage of the opportunities offered in the academic community.

Transfer program - A credit program designed to prepare students for entry into four-year colleges and universities.

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